

To study of achievement motivation of college students in relation to their gender and education stream

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ABSTRACT

The purpose of this research is to find out the achievement motivation level of college students concerning their gender and educational stream. The 3 x 2 factorial research design and ANOVA statistical methods are used. 40 students of Arts faculty 40 students of Commerce faculty and 40 students of science faculty were randomly only selected. The sample comprised of 120 students of Surat District of Gujarat. Achievement Motivation inventory adopted by Dr. Ashwin Jansari is used for data collection from the result more Achievement Motivation on was seen in the students of science faculty than the students of arts and commerce faculty. As per the ANOVA table the SSA shows that the calculated value F is 5.08 and the tabulated value of F is 3.07. it can be said that there's no significant difference found in achievement motivation level among arts, commerce, and science students. As per the ANOVA table the SSB shows that the calculated value of F is 16.66 and the tabulated value of F is 3.92. its shows that there's no significant difference in achievement motivation level between gender of girls and boys students. As per the ANOVA the SSAB is related to education stream and gender. It shows that the calculated value of F is 0.87 and the tabulated value of F is 3.07. So that there's significant difference in the achievement motivation level of college students about their educational stream and gender. According to statistical analysis the Arts commerce and science students are not having a similar achievement motivation level relation to educational streams. The boys and girls are both not having a similar achievement motivation level related to gender and the other hand the all the college going students having different achievement motivation levels.

Keywords: Achievement Motivation, Gender, Education Stream

Scientific research is very important for prediction and control. In the field of psychology, psychologist agrees to study different areas of human behaviour. When there is a problem in the psychology field it is necessary to search its root of problem example: when a clever dent tells to drop this year examination, the psychologist will try to find what is the problem? Why student don't want to appear for the examination? If there's any exam phobia, then psychologists try to understand and guide them to improve their confidence level.

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Research is scientific process research means to search repeatedly every research has limitations. Also, to avoid its limitations every issue needs again, and again checking can call examination. It's called research.

"Research is the systematic and scientific process of collecting and analyzing information." An important characteristic of motives is that we never observe them directly. We infer their existence from what people say about the way they feel and from observing that people & animals work toward certain goals. In other words, motives are inferences from behaviour the things that are said and done. E.g., we might observe that a student works hard an almost every task that comes along; from this, we might infer a motive to achieve to master challenges whatever they may be. But, of course, if we want to be reasonably sure our inference about achievement motivation is correct, we must make enough observation of the student's behaviour to rule out other possible motives.

Note that we need not be conscious, or aware, of our motives. Others can make inferences about our motives even though we may not be aware of them. That behaviour can be driven by unconscious motivation, as it is called, is perhaps the major concepts of the psychological analytic theory of personality.

If our inferences about motives are correct, we have a powerful tool for explaining behaviour. Most of our everyday explanations of behaviour are given in terms of motives. Why are you in college? The answer is usually given in terms of motivation. You are here because you want to learn. After all, you feel that you need a college degree to get a good job because it is a good place to make friends and connections that you desire or perhaps because it's more fun than working for a living. You may be in college because you think it is expected of you & one of your goals is to conform to what is expected of you. Or you may be in college to avoid the unpleasant consequences of disregarding social pressures from your parents and others. Most likely you are in college in response to some combination of these needs. Someone who understands your motive will understand why you things you do. This is why clinical and personality psychologists who study the behaviour of individuals place so much emphasis on motives. Many theories of personality are theories about people's motives.

Motives also help us make predictions about behaviour. If we infer motives from a sample of a person's behaviour, and if our inferences are correct, we are in a good position to make predictions about what that person will do in the future. A person who seeks to hurt others will express hostility in many different situations; a person who needs the company of others will seek it in many situations. Thus, while motives do not tell us exactly what will happen; they give us an idea about the range of things a person will do. A person with a need to achieve will work hard in school, in business, in play & in many other situations. If a psychologist or anyone knows that Phil has a high achievement need, then he or she can make reasonably accurate predictions about how that need for achievement will be expressed in Phil's behaviour: "Just watch; Phil will do his damndest to beat Laura in this next tennis set." Motives are, thus, general states that enable us to make predictions about behaviour in many different situations.

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Definition of Motivation

Motivation levels keep on fluctuating as it may seem to be skyrocketing one day or going below the groove on the other- CHRIS CARTER.

1. Motivation is something that may drive a person towards success, and it is crucial to possess an inner motivation to view life in an optimistic way.- ROBERT SEDYCIAS.
2. Written for practicing leaders this work discusses the nature of motivation and individual needs and how they relate to the key tasks facing leaders.
3. The intentions, desires, goals & needs that determine human and animal behaviour. An inquiry is made into a person's motives to explain that person's actions.
4. The comparatively spontaneous drive, force, or incentive, which partly determines the directions & strength of the response of a higher organism to a given situation it arises out of the internal state of mind the organism dictionary of Mc.Grew Hill.

Factors within a human being or animal that arouse & direct goal-oriented behaviour. Motivation has long been a central subject of study in psychology. Early researches, influenced by CHARLES DARWIN, ascribed much of animal & human behaviour or instinct. Sigmund Freud explains that much of human behaviour was also based on irrational instinctive urges or unconscious motives. Walter B. Cannon proposed that basic human drives served homeostatic functions by directing energies towards the reduction of psychological tensions, behavioural psychologists, in contrast, stress the importance of external goals in prompting action, while humanistic psychologists examine the role of felt needs. Cognitive psychologists have found that a motive sensitizes a person to information relative to that motive a hungry subject for example while perceiving food stimuli as larger than other stimuli.

Theories of Motivation

Perhaps one way to understand the concept of motivation is to see what the same representative theories have to say about it. Theories of motivation try to provide general sets of principles to guide our understanding of the urges, wants, needs, desires, strivings, and goals that come under the heading of motivation.

Drive Theories

These might be described as the "push theories of motivation"; behaviour is "pushed" toward the goal by driving states within the person or animal, Freud, for example, based his ideas about personality on innate, or inborn, sexual & aggressive urges, or drives, in general, drive theories say the following: When an internal driving state is aroused, the individual is pushed to engage in behaviour which will lead to a goal that reduces the intensity of the driving state. In beings, at least, reaching the appropriate goal which reduces the drive state is pleasurable & satisfying. Thus, motivation is said to consist of 1) a driving state, 2) the goal-directed behaviour initiated by the driving state, 3) the attainment of an appropriate goal, and 4) the reduction of the driving state & subjective satisfaction & relief when the goal is reached. After a time, the driving state builds up again to push behaviour toward the appropriate goal. The sequence of events just described is sometimes called the motivational cycle. Drive theories differ on the source of the driving state which impels people and animals to action some theorists, Freud included, conceived of the driving state or being inborn, or instinctive. And students of animal behaviour, notably the ethologists, have proposed an elaborate set of inborn driving mechanisms. Other drive theorists have emphasized the role of learning in the origin of driving states. Such learned drives, as they

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called them, originate in the persons or animal training or experience and thus differ from one individual to another.

Incentive Theories

The drive theories of motivation perhaps apply best to some of the biological motives of hunger, thirst, and sex, for example. But even here they encounter problems. Suppose for instance, that we compare the incentivized, goal-directed behaviour of two groups of rats that have equivalent hunger drives; the rats in both groups have starved for a day. One group is given very tasty food, while the other group gets plain old laboratory rats to have. As you might expect, the chocolate chip group would probably eat far more than would the lab chow group. There is something about the goal itself that matters behaviour perhaps this is even clearer in the case of sexual motivation rats are aroused and motivated by the perception of appropriate sexual goal objects. Thus, the stimulus characteristics of the goal can sometimes start a train of motivated behaviour. This is the basic idea behind theories of incentive motivation.

Thus, in contrast with the push of drive theories, incentive theories are 'pull theories' of motivation; because of certain characteristics they have, the goal objects pull behaviour toward them. The goal objects which motivate behaviour are known as incentives. An important part of many incentive theories is that individuals expect pleasure from the attainment of what is called positive incentives and from the avoidances of what are known as negatives. In a work a day world, motivation seems to be more a matter of expected incentives, wages, salaries, bonuses, vacations, and the like of drives and their reduction.

Opponent – Process Theory

Hedonistic views of motivation say that we are motivated to seek goals that give us good emotional feelings and to avoid those resulting in displeasure. The opponent-process theory takes a hedonistic view of motivation. But this is just the beginning because the theory has the same interesting things to say about what is pleasant and what is unpleasant. Because of what it says about pleasure and displeasure this theory might also be classed as a theory of emotion. Basic to this theory is the observation that many emotionally motivating states are followed by opposing or opposite, states.

The process can go the other way. For example, a person using heroin for the first time may feel an initial rush of intense pleasure; followed by less intense, good feelings; and then by craving and displeasure before the emotional motivating state returns to normal the baseline.

This theory gives us a way of thinking about the basis of the same learned motives. The heroin addicts acquire a need for the drug to prevent the unpleasant consequences of withdrawal; some people acquire a need to seek thrills to experience elation after the danger is over.

Optimal – Level Theories

In general, these are hedonistic theories that say that there is a certain optimal, or best, level of arousal that is pleasurable. Optimal level theories might be called "just right theories". The individual is motivated to behave in such a way as to maintain the optimal level of arousal. For instance, if arousal is too low, a person will seek situations or stimulate to increase arousal; if arousal is too high, the behaviour will be directed toward decreasing it imagine you on an extremely busy day at work; too much is happening, and you are highly aroused.

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More than likely, you find yourself doing things such as taking the telephone off the hook to reduce the overload of arousal to which you are being subjected. In doing so, you are behaving to move toward a level of optimal arousal, and low levels of arousal may also motivate behaviour directed at increasing arousal level to the optimum.

Type of Motivation

A girl wants to be a doctor. A man strives for political power. A person in great pain longs for relief. Another person is ravenously hungry and thinks of nothing but food. A boy is lonely and wishes he had a friend. A man has just committed murder, and the police say the motive was revenge. A woman works hard at a job to achieve a feeling of success and competence. These are just a few of the motives that play so large a part in human behaviour. They run the gamut from basic wants, such as hunger & sex, to complicated, long term motives, such as political ambition, a desire to serve humanity, or a need to master the environment. These examples show us that behaviour is driven and pulled toward goals. They also show us those different types of motivation.

Biological Motivations

The biological motives are to a large extent, rooted in the psychological state of the body. There are many such motives including hunger, thirst, a desire for sex, temperature regulation, sleep, pain avoidance, and a need for oxygen.

Hunger Motivation

The course we must eat to live the biochemical process which sustains life gets their energy and chemical substance from food thus, in a sense, hunger is a primary, basic motive necessary for life.

Thirst Motivation

What drives us to drink water? (i.e.) stimulus factors play a very large role in initiating drinking. We drink to wet a dry mouth or to taste a good beverage pulled by these stimulate and incentives, we tend to drink more than the body needs, but it is easy for the kidneys to get rid of the excess fluid. But, of course, since maintaining its water level is essential for life itself, the body has a set of complicated internal homeostatic processes to regulate its fluid level and drinking behaviour. The body's water level is maintained by psychological events in which several hormones play a vital role.

Sexual Motivation

Since sexual behaviour depends, in part, on the physiological condition, it may be considered a biological motive. But sex is for more than a biological drive. Sexual course.

Motivation is social because it involves other people and provides, Acc. too many the bases for social groupings in higher animal's baboon troops and the human family. E.g.; and sexual behaviour is powerfully regulated by social pressures and religious beliefs. Sex is psychological in the sense that it is an important part of our emotional lives; it can provide intense pleasure, but it can also give us agony and involve us in many difficult decisions.

Social Motivations

Social Motives are the complex motive states, or needs, that are the wellsprings of many humans' actions. They are called social because they are learned in social groups, especially in the family as children grow up and because they usually involve other people. These

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human motives can be looked upon as general states that lead to too much particular behaviour. Not only do they help to determine much of what a person does, they persist, never fully satisfied, over the years. No sooner is one goal reached than the motive is directed toward another one. If, e.g.; a person requires affiliation with a need to make friends he or she may establish friendly relations with one acquaintance, but this does not satisfy the motive. The person is driven to do the same with others and to maintain these patterns of friendship after they are established. Thus, social motives are general, persisting characteristics of a person and since they are learned their strength differs greatly from one individual to another consequently social motives are important components of personality the enduring and characteristic difference among people.

Power Motivation

Winter has defined social power as "the ability or capacity of a person to produce intended effects on the behaviour or emotions of another person". The goals of power motivation are to influence, central, cajole, persuade, lead, charm others, and to enhance one's reputation in the eyes of other people. People with strong power motivation derive satisfaction from achieving these goals.

Power Motivation varies in strength from person to person and can be measured from the stories told in the picture projection technique. The degree of n power in a person is reflected in story themes about direct control of other people's in stories concerning the emotional impact on a person has on another and by the concern of the people in the stories for their reputations.

Human Aggression

Most would agree that aggression is a matter about which we should know more we attack, hurt, and sometimes kill each other; we agree verbally through insults or attempts to damage another's reputation, and wars always seem to be happening someplace approximately 14,600 wars in 5,600 years of recorded history. The term aggression is hard to pin down and there is some disagreement about what should and should not be called aggressive and distinction is sometimes made between hostile and instrumental aggression. Hostile aggression has as its goal harming another person; in instrumental aggression, the individual uses aggression as a way of satisfying the same other motives.

Achievement Motivation

The need for achievement was one of the first social motives to be studied in detail, and research into this motive continues today. As a result, we know quite a bit about it. People in whom the need for achievement is strong sought to become accomplished and to improve their task performance. They are task-oriented and prefer to work on tasks that are challenging and on which their performance can be evaluated in the same way, either by comparing it with other people's performance or in terms of the same standard. More formally "achievement is task-oriented behaviour that allows the individual's-imposed criterion, that involves the individual in competing with others, or that otherwise involves the same standard of excellence" Achievement motivation can be seen in many areas of human endeavour on their school, in homemaking or athletic competition, e.g. Achievement Motivation or the need for achievement is the psychological drive to excel, a social form of motivation to perform at a high level of competence. It is sometimes abbreviated to N.Ach or nAch. Usually, this is understood to mean competing in socially valued activities where

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achievement can be reorganized and given appropriate recognizer either by the group of internally by the performer.

The term need for achievement was first introduced, by Henry Murray in 1938 in his book 'Exploration of Personality' where he used it in the sense of overcoming obstacles or being regularly willing to take on difficult tasks. The term achievement motivation has been the preferred term more recently.

The Source of Achievement Motivations

Why are some people high in the need for achievement? Since the social motives including the need for achievement are largely learned, the general answer must be that differences in early life experiences lead to variations in the amount of achievement motivation. More specifically, children learn by copying the behaviour of their parents and other important people who serve as models. Through such observational learning, children take on or adopt, many characteristics of the model possesses this motive to a marked degree. The expectations parents have for their children are also said to be important in the development of achievement motivation. A specific set of parental expectations related to achievement motivations concern ideas about when children should become independent in skills such as "standing up for one's rights", "working one's way around town", playing with minimal supervision, and in general doing things for one's self.

The degree to which people with a strong understanding of achievement motivation shows achievement-oriented behaviour depends on many factors. One of these is another motive, fear of failure which is said to inhibit the expression of achievement behaviour. For people in whom fear of failure is low relative to the need for achievement, achievement motivation expresses itself in many ways.

High achievement people prefer to work on moderately challenging tasks that promise success. They do not like to work in various easy tasks, where there is no challenge and so no satisfaction of their achievement needs; nor do they like to very difficult tasks, where the likelihood of their success is low. Thus people high in achievement are likely to be realistic in the tasks, jobs, and vocations they select; i.e., they are likely to make a good match between their abilities and what will be demanded of them.

High achievement people like tasks in which their performance can be compared with that of others; they like feedback on "how they are doing".

High achievement people tend to be persistent in working on tasks they perceive as career-related or as reflecting those personal characteristics which are valued in "getting ahead".

When high achievement people are successful, they tend to raise their levels of aspiration realistically so that they will move on to slightly more challenging and difficult tasks.

High achievement people like to work in which they have some control over the outcome; they are not gamblers.

These achievement related behaviours tend to be present in many men and some women who are successful in business and certain professions. But many high achievement women do not show the achievement behaviour and characteristic of men. Many women who are

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high on achievement do not, e.g., like to work on moderately risky tasks. Thus, a gender difference exists in the expression of the need for achievement to try to account for this gender difference, another motive fear of success was proposed for women. There is individual difference in the fear of success motive. If parent's trends continue, the achievement motivated behaviour of women, in general, can be expected to become more like that of men.

Achievement Motivation and Society

It has been suggested that the need for achievement is related to a society's economic and business growth. Thus, if investigators find evidence of strong achievement motivation in a particular society, they may be able to make predictions about economic growth in that society.

By studying the social motives revealed in a culture's popular literature and relating them to its economic history, researchers have found that a high need for achievement correlates with various indices of economic growths, such as the consumption of electricity. These studies have shown that a high need for achievement comes before spurts in economic growth and thus, predicts, Although the relationship between need for achievement and economic growth is suggestive, it is not proof that the need for achievement causes economic growth; they may both be caused by other factors. However, knowledge of the social motive dominant in society may help us understand its history and predict its future. This application of psychology to history and future trends is relatively new, but it may turn out to be a major contribution.

THE RELATED LITERATURE

Before we know the problem of the research we should know the previous research and on that basis, we come to know the research clearly with this research the researcher gets guidance. In this chapter, the researcher includes various researches that are related to this research and gives their overview of each. Account to Walter R. Brag (1983).

"The related literature in any field forms the foundation on which all future work is built". Any important literature will give guidance to our life. Proceed further in research with the help of these, the researcher comes to know, the aim, methods, limitation, information of research

Some Researches related to Achievement Motivation

Nikhil Thanki, "A study of Achievement Motivation of physically challenged students in relation to their mother's education and category." the study aims to know the relationship of physically challenged student's achievement motivation with their mother's education which belongs to a different caste. The following sample is comprised of 80 physically challenged students of Ahmadabad city of Gujarat. The achievement motivation scale adopted by Jansari is used for data collection. The result reveals that the mother's education is not significantly related to M. and the difference between the General and OBC categories is not significant.

Raju P. Shah "A study of Achievement Motivation of secondary school students with relation to their gender & father's occupation" this study aimed to know achievement in students with their gender and father's occupations. The samples consisted of 160 students, in that 80 boys and 80 girls with an equal number of students are service class and business

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class of father's occupations. Achievement motivations inventory developed by Janasari Ashwin (2006) was used for data collection; the result revealed that there is no significant relationship between achievement motivation and Gender. The boys from the business have more achievement motivation than the boys from the service class.

Dholakia Ketan C. & Ashwin B. Jansari "A study of Achievement Motivation inventory among the secondary school students" the objective of the present research was to analyze and find out the difference, if any, of the achievement motivations among the students studying in the 9th standard in secondary schools. Various samples were taken to study achievement motivation amongst the students of rural as well as an urban area, cream area as well as females. Herein the students of the urban area and 65 students of the rural area were chosen as samples moreover, 85 students study in cream areas and 25 students study in slum areas were taken. To examine the difference in motivation achievement among the different sex, 69 females and 106 male students were taken. Achievement motivation was measured by using Dr. Ashwin Jansari's inventory.

The finding of the study suggests that the students belonging to rural and urban areas and those schools in cream and slum areas showed a significant difference in achievement motivations, whereas, no significant differences were found among the male and female students.

Nayak Hiren J."A study of Achievement Motivation of secondary school students of Ahmedabad city with relation to their caste and father occupations" the study aims to know the relationship between students' achievement motivation with their cast and father occupation. Achievement, the sample comprised of 100 students of Ahmadabad city of Gujarat Achievement Motivation scale adopted by Dr. Ashwin Jansari used for data collection. The result reveals that the father's occupation is significantly related to achievement motivation. There is more achievement motivation in serviceman father students than farming father.

Bharvad Bhagawanbhai "A study of the relation between Achievement Motivation to their student's education faculty, parents education and father occupations" in this study its humble try to know the relation of education faculty parents education and fathers occupation updating of the students of standard - 11 and standard - 12 - 60 students of Arts faculty and 60 students of science faculty were Randomly only selected. The sample comprised of 120 students of Sabarkantha District of Gujarat, Achievement Motivation inventory adopted by Jansari is used for data collection from the result more Achievement Motivation on was seen in the students of science faculty than the students of arts faculty. There was no significant difference seen in the children of the parents whose education was up to secondary level and graduate level, more Achievement Motivation was seen in the children of salaried parents than the children of the formers.

Chaudhari Vipul N."A study of Achievement Motivation of secondary and Higher secondary school students of Mehsana with relation to varied variables" the main objective of the present research was to study the relation of achievement motivation of the students of secondary and higher secondary schools of Mehsana city with various variables. Jansari's Gujarati translation of the scale prepared by AMJ Mehta in English was used and 100 boys and 100 girls were selected as a sample. It was found that there was no significant difference

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among the scores of Achievement Motivation about the student's sex educational level, education of mother and occupation as well as the residence of their father.

METHODOLOGY

Research success is depending on the main procedure of research and research design. In many cases, research procedures and information are perfect but results have higher quality. In research design, samples, tools, and procedures are very important, and the ideal research design is that save time, many, and human energy. In the research problem statement, Hypothesis, sample, research design, tools, data collection, analysis, and statistical methods are more important. In short, the researcher should include all the point which effect on research study.

The research topic is to measure Achievement Motivation for college students. There are two types of motivation. First is Biological Motivation. These motives are related and also rooted in the physiological of the body. Motivation called social motivation. The social motives are learned in social groups especially in the family and children grow up, and they usually unvalued people.

The problem of the study

"To study of Achievement Motivation of college students in relation to their gender and education stream."

Objective

1. The main objective of the present study is to narrate the achievement motivation in adolescent and early adult students.
2. To study of Achievement Motivation between Gender of Girls & Boys students
3. To study of Achievement Motivation among Education Streams of Arts, Commerce, and science students.

Hypothesis

In research, the working hypothesis is very important. Hypothesis provides a proper track for research. The main Hypothesis of my research is as follows.

1. There is no significant difference among arts, commerce, and science students about their Achievement Motivation.
2. There is no significant difference between college-going Boys and Girls students concerning their Achievement Motivation.
3. There is no significant difference among all college-going students of Arts, Commerce, and Science with their Achievement Motivation.

Variables

A variable is something that changes. It changes according to different factors some variables change easily, like the stock exchange value while other variables are almost constant, like the name of someone. Researchers are often seeking to measure variables.

i) Independent Variables:

A) Education Streams

A1 = Arts

A2 = Commerce

A3 = Science

B) Gender

B1 = Girls

B2 = Boys

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ii) Dependent Variable:

The score of Achievement Motivation level found by achievement-motivation inventory.

Key Words

The following words are more than used in this study as key words like 'Achievement', 'Motivation', 'Education Stream', 'Arts', 'Commerce', 'Science', 'Gender', 'Girls', 'Boys'.

Sample

The main aim of the present research is to study achievement motivation in students. This research sample is selected from different arts, commerce, and science collages located in Bhavnagar. The type of sample is a persuasive sample selection. The total selected data is 120.

Arts		Commerce		Science	
Boys	Girls	Boys	Girls	Boys	Girls
20	20	20	20	20	20

Research Design

(3 X 2 Factorial Design)

	Arts	Commerce	Science	Total
Girls	20	20	20	60
Boys	20	20	20	60
Total	40	40	40	120

Tools

Achievement Motivation Inventory

This inventory is of Dr. Ashwin B. Jansari M. Phil, Ph.D. is working as a lecturer, Head of Department of Psychology, Gujarat University, and Ahmadabad. He had used this inventory of his Ph.D. research researcher had been taken permission of him and then researcher have used this for their research.

In this inventory, there are 25 questions. Each of the questions having six answers, two of them having achievement imagination, two having to ask imagination, and two are having characteristic imagination.

i) Reliability: - To ascertain the reliability of the inventory, internal consistency as determined by the test re-test method was calculated based on responses given by a sample of 120 students of Ahmadabad's high school. The reliability of the test re-test method is 0.630, it shows 1968, it shows high co-positive co-relation according to Metzger's relation.

To know the split-half reliability, there is a making a form A and B of achievement motivation inventory. Each form having 25 questions and also having B options AI TI, and UI. Both forms are given to 120 students of high school students at the same time. The co-relation is received of both form is 0.7245.

ii) Validity

The validity of achievement motivation inventory was determined by computing coefficients of correlation between the scorches on Mishra's 1988 achievement motivation scale and

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Mehta's the maize appreciation test. The validity of that is 0.5411 and similarly, the validity of AMS is 0.5683. It shows high coefficient between the test's.

iii) Norms

There are 25 questions in this inventory each of the questions given 6 options A, B, C, D, E and F. Two of them are related to achievement imagination, two of them are related to task imagination and two of them are related to unrealistic imagination.

Personal information sheet to know the details and description for analysis name, age, standard, stream level, etc. are included. Achievement Motivation inventory and Pen.

Procedure for Data Collection

To reach the goal of the research, the planning of all procedures is very important. From where to start and how to do is total should be planned. When planning is done carefully and systematically, we get success, by planning we get an idea which type and how much information we can get, so planning of procedure is very important. When we are going to work in private colleges it is more difficult to set all the things.

First investigator has taken an appointment to meet the principle of the college. Investigator has told him the purpose of the research; he had asked why researcher had chosen only this institute. The researcher answered that investigator want medium and variation in variables; it is possible in his institute.

He had allowed me to apply the test to the students. The investigator had printed out 120 print of inventory. Then researcher visited many times the different streams collages located in Bhavnagar for data collection.

The same procedure is followed by me in another two streams collage. Every time I had selected the same group, gave information and instruction about inventory.

Statistical Analysis

The problem statement of the research is to study of achievement motivation of college students concerning their gender, education level, and stream. The total sample size is 120 and the type of sample is a persuasive sample of the sample size of 120 categorizations is 40 arts, 40 commerce, and 40 science students. The deep categorization is in arts 20 male and 20 female, in commerce 20 male and 20 female, and in science 20 male and 20 female are selected. For the analysis of the result, 3x2 ANOVA statistical method is used. To measure the interaction effect between all groups i.e. arts, commerce and science stream, and gender, ANOVA is used.

RESULTS AND DISCUSSION

The purpose of this research is to find out the achievement motivation level of students studying at Graduation level in different colleges. I have selected 120 students for data collection and used Mr. Ashwin Jansari's Achievement Motivation inventory to measure achievement motivation levels in different stream's students. The first raw score was calculated based on the data collection and after that know result for achievement, motivation level was measured.

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Achievement Motivation level between Girls and Boys.

As per the ANOVA table no 4.1, the SSB is found. It shows that the calculated value of F is 16.66 and the tabulated value of F is 3.92.

That's the reason the calculated value is greater than the table value.

At 0.05 levels F is non-significant.

Therefore, Hypothesis is accepted.

There's no significant difference in achievement motivation level between girls and boys students. Hence, this hypothesis is accepted.

By showing the mean table no. 4.1 the mean score of girls is 74.35 and the mean score of Boys is 60.05. The mean difference is 14.3 it is very large gape. This shows that girl's students having more achievement motivation compared to boy's students. Because of this day's parents get aware to study their female child or children in their further studies. They also provide batter facilities for their female children. Now day's girls also became more conscious about their achievement motivation compared to boys. On the other hand, boys spend more time in their other activities like playing cricket, football, computer games, etc. apart these females herself motivate them to achieve their goals.

We can also say that the surroundings of individuals are also affecting results like individual experience, Childs growing up method, Interpersonal relationships and socio-culture activities, etc.

Achievement Motivation Level in College Students Concerning Education Stream and Gender

As per the ANOVA table 4.1, the SSAB is related to education stream and gender. It shows that the calculated value of F is 0.87 and the tabulated value of F is 3.07.

That's the reason the calculated value is less than the table value.

At 0.05 levels F is significant.

Therefore, Hypothesis is rejected.

There's significant difference in the achievement motivation level of college students about their educational stream and gender, hence this hypothesis is rejected.

As per the table no. 4.2 the mean score of A & B variable the educational streams of arts, commerce and science. The mean score of art students is 42.9, similarly, the mean score of commerce students is 42.5, and the mean score of science students is 49. The mean difference is 6. This shows that science stream's student having more achievement motivation level compared to arts and commerce science streams students having many options for future study or white collared jobs, compared to arts and commerce stream. The science stream students are also very aware of their achievements, they are more conscious about their achievement motivation comparing to arts and commerce streams students. On the other hand, comparing to the arts and commerce stream we can see that the commerce stream having a very low achievement motivation level. They also are having very low opportunities to achieve their goal. We can also say that the environment of the stream colleges is affected. In the science collages, they provide batter facilities to their students comparing to the arts and commerce stream.

According to table no. 4.2 the mean score of variable A & B i.e., gender of girls and boys. The mean score of girls is 74.35 and the mean score of boys is 60.05. The mean difference is

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14.3. This shows those girls' students having more achievement motivation comparing to boys students. Because of this day's parents get aware of their female child or children. Now day's girls also became more conscious about their achievement motivation compared to boys. On the other hand, boys spend their more time in their other activities like to play cricket, football, computer games, etc., Apart from this female herself motivated to achieve their goals we can also say that the surroundings of an individual are also affecting to result like individual experience, Childs growing-up method, interpersonal relationships, socio-culture activities etc.

CONCLUSION AND LIMITATIONS

In this chapter's conclusion, the limitations of this research and suggestions are included. The purpose of this research is to find out the achievement motivation level of college students concerning their gender and educational stream. The data collection and 3x2 ANOVA statistical methods are used and descriptive discussion is presented in earlier chapters. Conclusion, limitations, and suggestions are mentioned below.

From the above findings, it can be concluded that,

1. Arts commerce and science students are having a similar achievement motivation level.
2. The boys and girls are both having a similar achievement motivation level.
3. All college going students having different achievement motivation levels.

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Conflict of Interest

The author declared no conflict of interest.

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