

**Comparative Study**

## **A Comparative Study on Achievement Motivation of IIT Aspirants and NEET Aspirants**

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### **ABSTRACT**

It is a matter of great concern that the 21st century kids of Indian Society seem to be lacking the required amount of motivational spirit and hence lagging behind in the area of achievement in every walk of life. Unless the present-day students get high level of motivational spirit it will be difficult for them to compete with the challenges being posed against them in future. David McClelland (1985) a famous psychologist bestowed with the theory of 'need to achieve achievement' states that motivation varies from people to people and according to their strength of their need for achievement. Summarily achievement motivation is the key for success and the path for excellence. Individuals can satisfy their needs through various means and are driven towards success for different internal and external reasons. The presented study is based on comparison of achievement motivation of IIT and NEET aspirants. The sample consist of 60 boys and 60 girls aspiring for IIT and medical entry.

**Keywords:** *Achievement Motivation, IIT and NEET Aspirants.*

The phrase achievement motivation refers to the motive or desire of an individual to achieve something specific and to endeavour into any field of excellence. It is not confined to academic achievements alone, rather it manifests personal, social, or occupational fields of one's life. This includes such competitions to achieve a particular standard of excellence and performance which influences the holistic development of an individual. It is evident that Individuals with a high set of n-ach are self-confident and self-challenging, but realistic goals demand optimum efforts from such people. Thus, the need for and importance of achievement motivation arise from the expectation of benefits that flows out of it.

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## A Comparative Study on Achievement Motivation of IIT Aspirants and NEET Aspirants

Achievement motivation also refers to the need of achievement (and abbreviated n-ach), which is an important determinant of aspiration in which an individual expects that his performance will be evaluated with respect to some standards of excellence. The need for achievement (n-ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by Henry Murray and is associated with a range of actions. These include intense, prolonged, and repeated efforts to accomplish something difficult, to work with singleness of purpose, and to have the determination to win. The concept of n-ach was subsequently popularized by the psychologist David Mc Clelland.

In the early 1940s, Abraham Maslow created his Theory of Needs, which identified the basic needs that human beings have. In the order of their importance, let us sum up as Physiological needs, Safety needs, Need for belonging, Self-esteem, and Self-actualization. Later, David Mc Clelland built on his work in 1961, "The Achieving Society." He identified three motivators that he believed we all have: a Need for achievement, a Need for affiliation, and a Need for power. People will have different motivational characteristics depending on their dominant nature. According to McClelland, these motivators are learned ones (that is why this theory is also called as the Learned Needs Theory). McClelland says that, regardless of our gender, culture, or age, we all have three motivating drivers, and one of these will be our dominant motivating driver. This dominant driver largely depends on our culture and life experiences.

n-ach - achievement motivation: The n-ach person is mostly 'achievement motivated' and therefore he seeks achievement, attainment of realistic but challenging goals, and advancement in the job. People with high end aspirations seek to excel with high-risk situations and thus tend to avoid low-risk situations. High n-ach individuals prefer to work for chances that has a moderate probability of success, viz-a-viz 50% chance.

n-pow - authority/power motivation: The n-pow person is 'authority motivated'. This driver produces a need to be influential, effective, and to make an impact in the society. There is a strong desire to lead and establish one's ideas to achieve personal status and prestige. A person's desire for power can be one of two types - personal and institutional. Those who have desire for personal power wish to direct others, and this kind of needs are often perceived as undesirable. People with need of institutional power (also known as social power) likes to appreciate the efforts of others to achieve the goals of the organization. Managers with high spirit for institutional power tend to be more effective than those with high desire for personal power.

n-affil - affiliation motivation: The n-affil person is 'affiliation motivated', with a demand for friendly relationships, who is driven towards interaction with other people. They need harmonious relationships with other people and is desirous of being accepted by other people. These people are team players. They tend to confine within the norms of their workgroup. High n-affil individuals prefer to work for significant personal interaction. They perform well in customer service and client interaction situations.

The theory of achievement motivation is a miniature form applied to a specific context in the domain of achievement-oriented activities, which is characterized by the fact that the individual is responsible for the outcome (success or failure). He anticipates unambiguous results and is affiliated with some degree of uncertainty or risk (McClelland, 1961). Yet it is our belief that the type of theory that views the strength of an individual's goal-directed

## **A Comparative Study on Achievement Motivation of IIT Aspirants and NEET Aspirants**

tendency is jointly determined by his motives, by his expectations about the consequences of his actions, and by the incentive values of expected consequences will have wider utility when these concepts are applied toward other goals. (Atkinson & Feather, 1966).

NEET or the National Eligibility cum Entrance Test is a medical entrance test for aspirants seeking admittance into medical institutions to pursue courses such as MBBS, BDS, BHMS, BUMS, etc in both government and private medical institutes across the country.

The Joint Entrance Examination (JEE) is an engineering entrance assessment conducted for admission in various engineering colleges in India. It is constituted by two different examinations: the JEE Main and the JEE Advanced. The Joint Seat Allocation Authority (JoSAA) conducts the joint admission process for Indian Institute of Technology campuses, National Institute of Technology campuses, Indian Institute of Information Technology campuses, and 19 other Government Funded Technical Institutes (GFTIs) based on the rank obtained by a student in JEE Main and JEE Advanced.

IIT and NEET are two of the most prestigious and ambitious career paths one likes to choose and for this, the preparation starts at the middle school level itself. Initially, the student may not recognize his taste in these subjects, whereas the parents or the teachers can be a true motivator or guide for the children during this time. It all depends on which subject the child generally exhibits his interest in. Accordingly, well-visioned parents and goal-oriented teachers can prepare the children to achieve these most sought-after feet.

The child once reaches the senior secondary level starts taking extra doses to his usual topics as per the Board curriculum. Only a willful, obedient, and highly motivated child can only think about competing in this field. The level of preparation is so high that he/she may have to burn their midnight oil considerably.

As for achieving this ambitious feet, true intelligence will support during the exam periods. One's nerve system has to be vibrant and unless one is a self-motivated person, one can does not withstand the kind of pressure it requires during this period. We can see number of candidates being pushed ahead wastefully at the sheer interest of their parents. An important and highly required factor is that unless you decide for yourself, no other force in this universe can help him to achieve this feat.

To achieve this one need to have a well-constructed track road of subject knowledge and result in order to lay the foundation for these competitions. Similarly, a very competent peer group is also needed to build up his/her dreams. Hence the need for Achievement Motivation is cent percent in this case.

The objective of this current study is to assess the achievement motivation in IIT and NEET Aspirants.

### **Hypothesis:**

On the basis of the above objectives following hypothesis have been formulated:

- There would be no significant difference in achievement motivation of IIT and NEET Aspirants.
- There would be no significant difference in achievement motivation in boys and girls preparing for IIT and NEET.

## METHODOLOGY

### *Sampling Method:*

The data of the present study contains the data gathered from 120 participants of IIT and NEET Aspirants from Bilaspur, Raipur, Bhilai, Durg cities from Chhattisgarh India. The data so gathered considering of both genders of participants, containing the age range of 17-20.

### *Tool Used:*

Following tool was used in this study:

#### **Achievement Motivation Scale by Dr. Pratibha Deo and Dr. Asha Mohan**

It includes five academic factors, factors of the general field of interest, and social interests. The scale consists of 50 items of which 13 are negative and 37 are positive. For every statement, the possible responses are divided into five categories which are: Always, Frequently, Sometimes, Rarely, and Never. The scale consists of separate response sheets for the participants to mark their responses. The participants are asked to read each statement of an item very carefully and put it across under the category that in their opinion, best describes their feelings about the statement.

### *Procedure:*

The present study has involved questionnaire method of data collection. As the study was conducted after covid-19, movement was restricted due to covid-19 protocol and targeted population for data collection was spread all over the coaching centres, the data was collected through offline medium. The questionnaire was provided, and sample were asked to give their response to the question asked. Through a proforma all the demographic details like name, age, education qualification, gender, number of family members, etc and consent for participation were collected and then further calculation and interpretation were carried out. The dependent variable was IIT and NEET aspirants and independent variable was Achievement Motivation.

## RESULT

*After data collection, careful scoring of data was done. The data was analysed using correlation using SPSS version 16 and result of the analysis is presented on the table below:*

**Hypothesis 1:** There would be no significant difference in achievement motivation of IIT and NEET Aspirants.

*In order to test the hypothesis, t-test was performed to check achievement motivation on IIT and NEET Aspirants.*

**Table 1: Mean and standard deviation of life satisfaction and resilience**

	Mean	Standard Deviation	T-Value
IIT	1.196	17	-6.765
NEET	1.436	21	-6.765

Table-I shows Mean, S.D., and t-value of IIT Aspirant and NEET Aspirant on the level of Achievement Motivation. The result indicates there is a significant difference between the level of Achievement Motivation of IIT (M = 1.19, S.D., = 17) as compared to NEET (M = 1.436, S.D., = 21),  $p < 0.01$ . It reveals that there is a significant difference between the level of Achievement Motivation of IIT Aspirant as compared to NEET Aspirant.

## A Comparative Study on Achievement Motivation of IIT Aspirants and NEET Aspirants

**Hypothesis 2:** There would be no significant difference in achievement motivation in boys and girls of IIT and NEET.

*In order to test the hypothesis, t-test was performed to check achievement motivation on boys and girls of IIT and NEET.*

**Table 2: Mean and standard deviation of boys and girls of IIT and NEET**

	Mean	Standard Deviation
IIT	1.5	0.54
NEET	1.5	0.54

Table-II shows Mean, S.D., and t-value of boys and girls IIT Aspirant and NEET on the level of Achievement Motivation. The result indicates there is no significant difference between the level of Achievement Motivation of boys and girls of IIT (M = 1.5, S.D., = 0.54) as compared to boys and girls of NEET (M = 1.5, S.D., = 0.54). It reveals that there is no significant difference between the level of Achievement Motivation of boys and girls of IIT as compared to boys and girls of NEET.

### INTERPRETATION AND DISCUSSION

The study was conducted with the objective of finding to see if there is a significant difference in Achievement Motivation of IIT Aspirants as against NEET Aspirants. The findings of the study show that there is a significant difference among IIT Aspirants as compared to NEET Aspirants. Muola, (2010) studied the relation between academic achievement motivation and home environment among the students of 8<sup>th</sup> standard. It was found that there exists a low positive relationship of parental education with academic achievement of the students. Kulwinder Singh, (2011) examines the implications of motivation on individuals and focuses on achievement motivation and academic performance of students. Motivation viewed as the activation of goal-oriented behavior. Motivation could also be seen as a function of the value of what is aimed at and the individual's expectations of success. The success relates to different types of goals - learning goals, performance goals, task or ego-involved goals, mastery goals and to the role of beliefs in expectations of success. C Sarangi, (2015) made an attempt to study the effect of achievement motivation on the academic achievement of the high school students of tribal and non-tribal communities in relation to their sex and locale. The critical analysis shows that non-tribal students have comparatively better Achievement Motivation than the Tribal boys which is reflected in their Academic Achievement. Besides other factors due to low Achievement Motivation many tribal students fail to achieve excellence in their studies. Ricarda Steinmayr et al., (2019) investigate whether the reported previous findings can be replicated when ability self-concepts, task values, goals, and achievement motives are all assessed at the same level of specificity as the achievement criteria. It was found that the relative importance of students' ability self-concepts, their task values, learning goals, and achievement motives for students' grades in different academic subjects above and beyond intelligence and prior achievement.

At the same time the study also aims to see if there is a significant difference between boys and girls aspiring for IIT and NEET. The finding of the study shows that there is no significance difference between boys and girls aspiring for IIT and NEET. The findings of the study are supported by a study that was conducted by a researcher Dr. Vandana N Solanki, 2017, which stated that there is no significant difference in achievement motivation between male and female students, in urban and rural students, in private and government

## A Comparative Study on Achievement Motivation of IIT Aspirants and NEET Aspirants

school students, in reserved and non-reserved students. Dr. Satyapal Sharma, 2018, concluded on the basis of the discussion and findings that the following conclusion appears tenable:

- There is no significant difference in the academic achievement of boys and girls.
- There is a relationship between motivation and academic achievement.

### CONCLUSION

IIT and NEET are some of the most prestigious and ambitious career paths one likes to choose and for this, the preparation starts at the middle school level itself. Initially, the student may not develop his taste in these subjects. During this period the parents or the teachers can be true motivators and guide them fruitfully. Success depends upon the kind of efforts one puts in. In short alert parents, prudent teachers and goal-oriented candidates can work together to achieve this most sought-after feat.

As for achieving this ambitious feat, true diligence and intelligence will support during the exam periods. One's nerve system needs to be strong and vibrant to develop a choice for such courses. Unless one's a self-motivated person, one cannot withstand the kind of pressure it emanates during this period. An important and highly required factor is that unless one strong decision for yourself, no other force can fail you. Hence, it is proven that a highly self-motivated students can only be successful in this field.

The theory of achievement motivation is a miniature form applied to a specific context in the domain of achievement-oriented activities, which is characterized by the fact that the individual is only responsible for the outcome (success or failure). He anticipates unambiguous results and is affiliated with some degree of uncertainty or risk (McClelland, 1961). Yet it is our belief that the type of theory that views the strength of an individual's goal-directed tendency is jointly determined by his motives, his expectations about the consequences of his actions, and the incentive values of expected consequences, which will have wider utility when these concepts are applied towards other goals.

To start with, we carried out descriptive research work consisting of two groups IIT and NEET Aspirants. Each group comprises of 60 members. And then started analysing their motivation level using Achievement Motivation Scale introduced by Dr. Pratibha Deo and Dr. Asha Mohan. The scoring and statistical analysis was done using SPSS, and the interpretation was done on the data gathered. Based on the result obtained, it has been ascertained that people in the group I (i.e., NEET Aspirants) were found with larger motivation level than group II (IIT Aspirants).

As far as the result is concerned, it is figured that NEET ( $M = 1.436$ ,  $S.D.$ , = 21) aspirants have more achievement motivation level than IIT ( $M = 1.19$ ,  $S.D.$ , = 17) aspirants. In addition to this it was also found that there was no difference in the motivation level of achievement between boys and girls of IIT and NEET.

This study has brought us to this conclusion that the NEET ( $M = 1.436$ ,  $S.D.$ , = 21) aspirants are more motivated that the IIT ( $M = 1.19$ ,  $S.D.$ , = 17) aspirants. It was also observed that there was no inconsistency between the boys and girls for maintaining their motivational scale.

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### Conflict of Interest

The author(s) declared no conflict of interest.

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