

Research Paper

A Study of Students in Relation to Achievement Motivation in College Students

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ABSTRACT

The present paper is investigating the study conducted on a sincere attempt to understand the achievement motivation faced by the college students in the areas – emotional, social, educational and general/overall spheres. Educators can revise and plan school curriculum reforms accordingly, which would help in developing social and emotional maturity among the learning youth. A healthy motivation is necessary for the normal growth of an individual in life and education. Education trains people to adapt healthily to various life situations of the present and the future. This logic implies that education and adaptation are interconnected and complementary. Purposive sampling method was used to gather the sample of 120 college students on achievement motivation Scale is tabulated. In this research, age and gender taken as independent variables. "2x2 Factorial Design" was used to categorize. The responses of all 120 students on achievement motivation Scale for college students (AMS) are tabulated under adequate subgroups by 2x2 factorial designs. The global look at the source of the gender and age on achievement motivation Scale for college students (AMS) shows their non- significant difference between genders. It suggests that there will be non-significant difference between achievement of college students or the interaction between age and gender.

Keywords: *Achievements, Motivation, Emotion, Social, Education, Youth*

Achievement motivation: This is the drive to achieve successful completion and avoid failure (McClelland, Atkinson, Clark, & Lowell, 1953; Murray, 1938).

Achievement motivation is the drive to achieve successful completion and avoid failure (McClelland, Atkinson, Clark, & Lowell, 1953; Murray, 1938). This means that people's behavior is focused on these two orientations, to achieve success or to avoid failure. Later, Ames & Archer (1987) proposed that two goal orientations influenced AM; performance and championship goal. The performance goal was focused on demonstrating competence, while the mastery goal was focused on developing competence. Both orientations had distinct consequences, for example, people with a performance goal withdrew their efforts in the face of failure, whereas people with a mastery goal persisted (Elliot and Church, 1997).

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Motivation to achieve is a widely researched topic in both psychology and education. Achievement motivation is best understood by examining the meanings of "achievement" and "motivation" separately. Achievement typically emphasizes the importance of success and achievement with effort (Mandel & Marcus, 1988). Motivation refers to an individual's reason for engaging in an activity, the degree to which the individual performs the activity, and the individual's persistence (Graham & Weiner, 1996). Achievement motivation is an important issue for educational psychologists and individuals because it is correlated with academic self-concept (Marsh & Ayotte, 2003), academic self-efficacy (Bong & Skaalvik, 2003), personality traits (Mandel & Marcus, 1988), developmental level (Guay, Marsh, & Boivin, 2003) and gender differences (Mandel & Marcus, 1988).

Theoretical models of achievement motivation link this topic to future student achievement, learning outcomes, student choices, and student desire to engage in the behavior (Deci, Vallerand, Pelletier, & Ryan, 1991). Students' choice of field of study is related to their level of motivation to perform (Upadhyay and Tiwari, 2009). There are several reports showing that students choose their field of study based on some factors such as personality type, self-esteem, and expectations (Pike, 2006a; Pullmann & Allik, 2008). Ahmadi, Fathi-Ashtiani, Ghaffari, and Hossein-Abadi (2009) reported that there is a significant difference between medical students and other academic fields when it comes to educational adjustment. There are many other influencing factors that influence students' choice of majors. These factors include interest in the major, peer pressure, family pressure, academic ability, reputation of the major, job availability, motivation to succeed, and more.

Success motivation is considered a prerequisite for success not only in academics, but also in sports and work situations. In academic settings, interest in motivation is inspired in part by the idea that students' motivation, operationalized, for example, as their competence beliefs and value beliefs, might be more malleable than their cognitive abilities, and as such might prove to be a potential guide for the educational system to improve learning processes and student outcomes (e.g., Spinath, Spinath, Harlaar & Plomin, 2006). Therefore, this study was planned to study the performance motivation of male and female college students and the performance motivation of arts and science stream college students. It was assumed that there would be no significant difference between the performance motivation of male and female university students and between science and art students.

Research on motivation has exploded over the past four decades. As a result, we learned a lot about the nature of student motivation. Over the past half century, a number of key motivational beliefs, values, and goals have been identified and explored (Wigfield, 1997). Some studies have focused on competence-related beliefs as a valuable measure of an individual's motivation to achieve (Linenbrink & Pintrich, 2002; Wigfield & Eccles, 2002). Males and females have been found to hold different competence-related beliefs during childhood and adolescence (Wigfield & Eccles, 2002). The results showed that boys had higher competence in sports activities and mathematics compared to girls. However, girls had higher competencies in reading, English and social activities compared to boys. Linnenbrink and Pintrich (2002) posit that competence beliefs are important because they predict performance and task choice. These beliefs also influence the student's motivation to succeed and achieve the goal. Elizur & Beck (1994) found no particular tendency for women to score higher than men on affective responses on the Achievement Motivation Questionnaire (Elizur 1979, 1986; Shye 1978). Their results support the view that gender differences in achievement motivation are rooted in socialization processes rather than fundamental differences between women and men. Nagarathanamma & Rao (2007) found

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no significant difference between boys and girls regarding the level of achievement motivation. Similar findings were reported by Kaushik & Rani (2005). Adsul et al. (2008) examined the effects of gender, economic background, and caste differences on the achievement motivation of university students based on social transformation. Along with other findings, it was found that males have high performance motivation, while female students have below average levels of performance motivation.

Liu & Zhu (2009) found significant differences in performance motivation of men and women in upper secondary school years, men have higher performance motivation than female students; the motivations for success of science students and arts students differ almost significantly. Upadhyay & Tiwari (2009) assessed the influence of academic disciplines on students' performance motivation. The results showed that students in the Faculty of Science had significantly higher performance motivation compared to the Faculty of Social Sciences, Humanities and Business, but did not differ significantly from professional fields. Fouladchang et al. (2009) to investigate the effect of gender and grade differences on the goal orientation of university students in an Iranian university, collected a sample of 302 Iranian students through random cluster sampling. It was found that males had a greater performance approach orientation than females. Pupils of the last grades also showed higher scores in goal mastery orientation than pupils of the first grade. No significant interaction effect was found at the level of gender and grade.

Statement of the Problem

The main aim of this research was to study and analyze whether gender and age have impact on their achievement motivation among college students as per working experience.

Objectives of the study

- To study and compare difference between gender and achievement motivation among college students.
- To study and compare difference between age and achievement motivation among college students.
- To study the interaction between age, gender and achievement motivation among college students.

Hypotheses

- There will be no significant difference between gender and achievement motivation among college students.
- There will be no significant difference between age and achievement motivation among college students.
- There will be no significant differences between age, gender, and achievement motivation among college students.

Variables

Independent variable

- Age: 20-25 and 26-30
- Gender: Male & Female

Dependent variable

- Achievement Motivation Scale (AMS) by Dr. (Mrs.) Pratibha Deo and Asha Mohan (2005)

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Control Variable

- Equal number of samples was chosen as male and female college students.
- Rapport was established and simple instruction were given before filling up the test,
- Students are selected as a sample from Ahmadabad, Gujarat only. Standardized test was used.
- Consent was taken from all subjects before filling up the test.

METHODS

Participants

To measure Achievement Motivation test among college going students.; sample were selected total of 130 subjects were approached, 120 subjects gave consent to proceed. Out of 130 subjects 120 subjects were selected who fit into the criteria and who have completed the questionnaire appropriately. No detailed information is available for Students who did not participate in the study. In the present study the range of age and gender of the sample were analysed were undertaken for n = 120 (60 are males and 60 are females). The distribution of gender is in equal proportion.

Measures

The aim of the resent research study is to assess the level of Achievement Motivation among college students in both male and female by using the AMT Scale. It is a 48-item questionnaire measuring global Achievement Motivation. The reliability of the AMT scale conformity with criterion of 0.80 to 0.90. the validity of the AMT being measure of complex behaviour was validated against and external criterion i.e.

	N		No. of Stories	r	Level of Significance
	Boys	Girls			
(A) At the time of item analysis	9	14	115	0.54	0.01
(B) After finalizing the item	34	32	330	0.15	N.S.
Later attempt	27	55	Boys 135	0.61	0.01
			Girls 275	0.69	0.01

The age range of this scale can be construct on the Quality of life for all *age groups*. AMT is found to be overall response rate was 53%. of those who responded. Range of “Z-Score is +2.01 and above is extremely High to -2.01 and below will be extremely low level of achievement motivation”

Procedure

To obtain the sample group, official permission was taken from the authorities in changes from different colleges from Ahmedabad city, Gujarat. Followed by a brief rapport, an informed consent was obtained from each subject promising confidentiality and anonymity. The tool was then administered after giving relevant instructions and ensuring that the subject has understood them. Privacy and comfortable atmosphere were ensured throughout the data collection. All the subjects were thanked for giving their valuable time and consent to participate in the study. After completion of data collection, a response of each respondent on the entire tool was scored with the help of respective scoring keys.

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Statistical Analysis:

Obtained information is analyzed using:

- Descriptive statistics (Mean, Median)
- Inferential statistics– Two-way analysis of variance (ANOVA) Obtained information will be analyzed as per 2x2 ANOVA method.

RESULTS

The responses of all 120 students on Achievement Motivation Scale (AMS) are tabulated under adequate subgroups by 2x2 factorial designs. Mean scores of each group were calculated and tabulated group wise. All these scores were then analyzed by adequate statistical technique of Two-way analysis of variance to examine main and interaction effect of two independent variables. Result of this research study have been interpreted, discussed and presented in form of tables.

Table 1: The result of ANOVA of Achievement Motivation among College Students

Source of Variation	SS	df	MS	F	P-value	Level of Significant
Age	1825.66	1	608.5	16.93	0.003	S
Gender	22.533	1	22.53	0.626	0.430	NS
Interaction between Age and Gender	16.466	1	5.488	0.152	0.92	NS
Error	4025.2	112	35.93			
Total	5889.86	119				

NS (Not Significant) / S (Significant)

Table 1 shows that the result of ANOVA of Achievement Motivation among College Students in both male and females. The F-ratio between the age is 16.93 which is significant at 0.05 level of significance.

The both the gender having the F-ratio of 0.626 which is not significant. It means that the male students do not differ from the female students.

The interaction between the gender and age having the F-ratio 0.152 of which is also not significant. It means that the both gender of Entrepreneurs differ from each other.

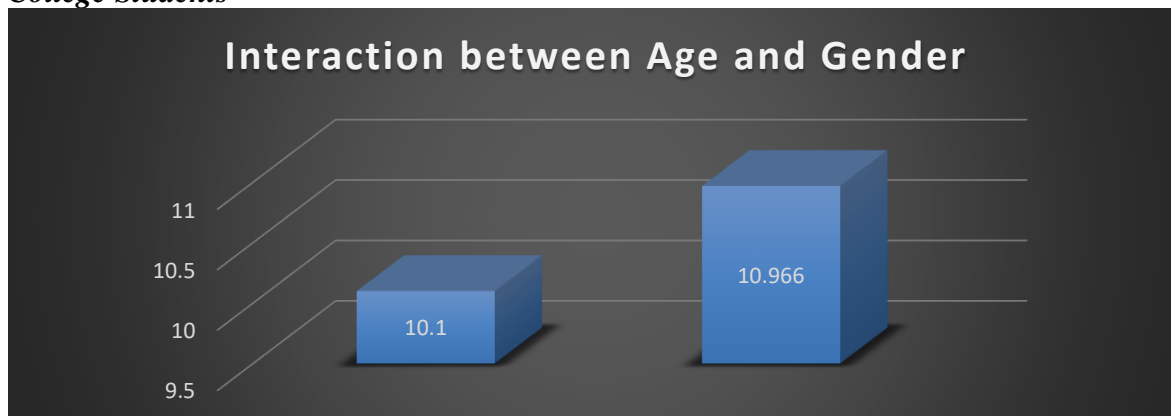
Calculated Total Mean and Variance:

Table 2: The result of ANOVA of Achievement Motivation among College Students

Count	60	60
Sum	606	658
Average	10.1	10.966
Variance	51.718	47.727

Table 2 shows that the result of Mean and Variance from the calculations of Achievement Motivation among College Students, the mean value in male is 10.1 and the mean value in females is 10.966 and the variance among the male students is 51.71 and the female students is 47.72.

Graph shows the mean between age and gender with in Achievement Motivation among College Students



DISCUSSION

Achievement motivation is an effort to attain successful completion and avoid failure (McClelland, Atkinson, Clark, & Lowell, 1953; Murray, 1938). The aim of the study was to find non-significant difference interaction of achievement motivation among college students across gender and age also to find out relationship between mean and variance of achievement motivation. The sample was chosen through purposive random sampling on 120 college students out of 60 were males and 60 were females. Achievement motivation scale.

The results of this study indicate a non-significant difference between the performance motivation of male and female in college students and the Achievement motivation of students. In all hypotheses – there is non- significant difference between the Achievement motivation of male and female university students but, there is significant difference between the Achievement motivation in age of the students which is rejected.

students showed a significant decrease in motivation scores during the college years ($F=16.93$, $p= 0.00388$), a point that requires further attempts to study in detail. The results of this research can be useful for SUMS bodies responsible for education, research and social departments. Therefore, provision of the necessary facilities to students can be better planned to improve their motivation during the period of education and future employment. In addition, the administration of university entrance exams across the country should improve the exam and consider students' interest in choosing a field of study.

This may indicate that the female students in this study tend to perceive themselves as real achievers and have good attitudes towards school. On the other hand, it may indicate that the male students in this study are more prone to underachievement and same likely to view achievements as valued in general. These mean results supported existing research in that female students scored non-significantly higher than male in the achievement domain (Martin, 2004). Several researchers like Nagarathanamma and Rao (2007) and Kaushik and Rani (2005) found no significant difference between male and female students in terms of achievement motivation level.

The current research findings also show non-significantly achievement motivation among college students. It is interpreted that this difference occurred because students are looking for more career opportunities and in real life there are many better opportunities available in

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the academic fields. Another argument is that achievement motivation is closely related to high satisfaction, conscientiousness, emotional stability and optimism (Logue et al, 2007). Ahmadi, Fathi-Ashtiani, Ghaffari, and Hossein-Abadi (2009) reported that there is a significant difference between students and other academic fields in terms of educational adjustment.

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Conflict of Interest

The author(s) declared no conflict of interest.

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