



## To Study the Impact of Achievement Motivation Among Young Adults

<sup>1</sup>Jaisika Narzary and <sup>2</sup>Dr. Sanjay Ghosh

<sup>1</sup>Final Year Student of M.A Clinical Psychology, <sup>2</sup>Assistant Professor

<sup>1</sup>Department of Psychology,

<sup>1</sup>Lovely Professional University, Jalandhar, Punjab, India

**Abstract :** Achievement motivation refers to the processes that helps a person to achieve a certain standard, goal or objective. The study was conducted to find out the achievement motivation level of young adults by dividing them into two categories: male and female. The Achievement motivation test (Eng. Ver) by Lt. V. P. Bhargava (Agra) was used. Results indicate that the Mean value of male subjects is higher than the female subjects (male= 16.50, female= 15.95). From SD values, it has been found that female subjects showed more variability in their scores compared to male subjects (male= 3.77, female= 3.85). From the t-test, it has been found the scores of t-tests has not been significant at 0.05 level. Therefore, it may be concluded that the male subjects have shown more motivation towards achievement compared to female subjects. According to the norms, both males and females subject fall under slightly below average in achievement motivation.

**Keywords -** Achievement motivation, gender, gender differences.

### INTRODUCTION

‘Motivation’ comes from the Latin verb *movere*, which means ‘to move’, the word has many meanings, but basically, they refer to processes that impel an organism to act. Hence, it refers to the processes that leads to the instigation, continuation, intensity, and quality of behaviour (Kaplan, 2008). Now, the term ‘achievement’ motivation refers to the processes that leads to achieve a certain criterion or standard, it can be goal or objective, formal or informal, that is set by the individual or others in any domain.

Since need for achievement is a fundamental need of humans, it has been an important domain in psychological inquiry. The late 19<sup>th</sup> century was influence by the general scientific developments, leading to believe living organisms as types of machines who are fuelled by motivation (Weiner, 1990). In the early 20<sup>th</sup> century similar importance was given on the general organismic and energetic behaviour. Perspectives such as behaviourism (B.F. Skinner, 1938), humanism (Abraham Maslow, 1955), drive theorists (Hull, 1952) and cognitivists (Tolman, 1932) emerged in the 20<sup>th</sup> century. The most prominent and successfully accepted was the cognitive perspective where the most notable theory was by David McClelland, Atkinson and their colleagues. For them achievement motivation was based on a personality characteristic that manifested as a dispositional need to improve and perform well according to a certain standard of excellence, this motive was labelled as *n-Achievement*, or *nAch*. It is believed to form during the first years of life through parents' child rearing.

The factors that affect our extrinsic and intrinsic. Intrinsic motivation is based on individual's inner pleasure and things they find enjoyable, whereas, extrinsic is based on the activities we do in expectation of a reward. Studies find that the more extrinsic experience can lead to fall in the intrinsic motivations, which means they become less motivated to engage in the activities. While, achievement motivation is an individual process, many evidences also point that it varies across culture (e.g., McClelland, 1985). Some of the common intrinsic factors are need to achieve, fear of failure, probability of success, perception of outcome. Extrinsic factors may be gender, age, social context, cultures, environments and so on.

A study on ‘The Influence of Gender on Achievement Motivation of Students’ by Beata Zitniakova- Gurgova (2007) found that, women had lower value of achievement than men and had lower aspirations and had higher level of anxiety hindering their achievement than men. Maureen E. Kenny and Lynn Y. Walsh et.al, (2010) found that there were significant gender differences for achievement-related beliefs, in which the boys were more doubtful about the relevance of school for future success compared to females. On the other hand, there was no other significant gender differences based on work beliefs.

Cassidy Tony and Lynn Richard (1991) found that parental encouragement helps educational attainment for boys with achievement motivation factor of status aspiration. As for girls, home background has an effect on their intelligence. A study by Chandra Shekhar & Rachna Devi ‘The achievement motivation across gender and different academic majors’ found that there was significant difference in achievement motivation among male and female students.

Another study by Helen Farmer (1987) showed that the strength of the motivation for women is not unlike that for men and the pattern and type of factor influencing motivation differs significantly. Shibila Sabir and Sannet Thomas (2020) studied on the emotional intelligence and achievement motivation among college students and found that there were no significant differences in achievement motivation based on the gender.

Judith L.Meece, Beverly Bower Glienke, Samantha Burg (2005) did a study on 'Gender Motivation' which indicates that the motivation-related beliefs and behaviours follow gender role stereotypes. Also, the research indicates that the differences are more evident in early years of school.

This paper includes achievement motivation based on gender differences among young adults. Often, the gender plays a very important role in a society like India where the way we are brought up is definitely different or sometimes biased. There could be many more factors that has an impact on the achievement motivation but gender roles are also quite prominent is the usual factor that is looked upon in the society.

## RESEARCH METHODOLOGY

### Objectives:

1. To determine the achievement motivation of the subjects aged between 20 to 30 years.
2. To see the comparison between the male and female subjects aged between 20 to 30 years in respect to achievement motivation.

### Hypothesis:

1. There will be no significant relationship of achievement motivation among students aged between 20 to 30 years.
2. There will be no significant relationship in comparison with male and female subjects aged between 20 to 30 years in respect to achievement motivation.

**Sample:** Participants were 20 males and 20 females (total 40) between 20-30 years. The sample were selected randomly for the study.

**Tool:** Achievement Motivation Scale (ACMT English Version) and the manual constructed by Late V.P. Bhargava. It is based on the lines following the pattern of Bishwanath Mukherji and the method of Sentence Completion Test.

**Procedure:** The 40 participants were given the questionnaire through online platform. Written instructions were given to the subjects regarding the content and the completion of the questionnaires. The subjects were reassured about the confidentiality of the responses. The completion of the questionnaires varied but would usually take 20-30 minutes.

## RESULTS AND DISCUSSION

**Table 1. Showing distribution of scores of male subjects.**

Sl no.	Score
1	13
2	17
3	17
4	13
5	20
6	15
7	11
8	17
9	23
10	14
11	17
12	19
13	12
14	19
15	15
16	20
17	17
18	23
19	19
20	9
<b>MEAN</b>	<b>16.50</b>
<b>SD</b>	<b>3.77</b>

**Table 2. Showing distribution of scores of female subjects.**

Sl no.	Scores
1	14
2	20
3	16
4	14
5	19
6	7

7	16
8	20
9	17
10	15
11	17
12	10
13	18
14	15
15	19
16	17
17	24
18	17
19	13
20	11
MEAN	15.95
SD	3.85

Table 3. Showing comparison of scores of male and female.

Particulars	Mean	SD	T- value	P- value	Remarks
Male	16.50	3.77	0.456	0.651	Not significant at 0.05 level
Female	15.95	3.85			

In current theories the importance is shifting its greater focus on the social-cultural foundation of the cognitive processes (Volet & Jarvela, 2001). Therefore, the importance of culture, social context, relations and interactions on achievement motivation is gaining more attention. As shown in table 3 the Mean scores of the male ( $m=16.50$ ) is slightly higher than the female ( $f=15.95$ ) which indicates that men have higher level of achievement motivation than females. The society may play an important role for this outcome, since our gender roles can be biased and either encourage or discourage in achieving certain goals or standards.

The values of SD shows that female (3.85) is slightly higher than male (3.77), indicating that the females have higher variance than males. This may be due to different upbringing, social, environmental or cultural settings. The factors such as the need to achieve, fear of failure, the probability of success, perception of the outcome and many more can influence the way we perceive achievement motivation regardless of the gender.

Lastly, the t-score is smaller than the p-value ( $t \text{ score} = 0.456 < 0.651$ ), which means it is not significant at 0.05 level. According to the norms table both male and female fall slightly under below average in achievement motivation.

According to M. Hornerova (Palenik 1994) women often belong to success avoiding group. Studies have found vast difference in competitiveness where men scored higher than females, which is also found in this study. This is more evident in the early phase where boys are often inclined to competitive games such as sports. But at the same time, some individuals regardless of gender or age have a need to achieve and be successful at whatever they attempt. According to Gottfried (1998) if people are intrinsically motivated, they participate in the activity to learn and to improve their ability and if they are extrinsically motivated, they expect a reward. Since, there are lot of probable factors the only factor that one can try to control or improve is the intrinsic elements needed for achievement.

## CONCLUSION

The hypothesis is accepted and hence, proves that gender has no or very less impact on the achievement motivation among the young adults. Though male shows higher achievement motivation than females they both fall under below average in achievement motivation. The focus of the paper being young adults and finding a below average achievement motivation is alarming, since the youth is the future generation and affect the society and the upcoming generation as a whole. The lack of motivation can be due to many intrinsic or extrinsic factors and due to our hectic life and need to attain a certain standard in society one might feel lack of inner motivation and fail to understand the meaning of learning and improving oneself. The most we can focus, develop and work on is our intrinsic factors and find ways to develop and improve ourselves.

## ACKNOWLEDGMENT

First and foremost, I would like to thank God for giving me this opportunity, my family and friends who supported and encouraged me. I would also like to give special thanks to Dr. Sanjay Ghosh for guiding me.

## REFERENCES

- Baron Robert and Misra Girishwar. 2016. Motivation and emotion. Psychology Indian Subcontinent Edition. Pearson India Education Services Pvt. Ltd, CIN: U72200TN2005PTC057128

Beata Zitniakova- Gurgova. 2007. The influence of Gender on Achievement Motivation of Students. Vol.13. No. 3-4. ISSN 1732-6729.

Cassidy Tony and Lynn Richard. (1991). Achievement Motivation, Educational Attainment, Cycles of Disadvantage and Social Competence: Some Longitudinal Data. Br. J. educ. Psychol., 61, 1-12, 1991.

Farmer Helen. 1987. A Multivariate Model for Explaining Gender Differences in Career and Achievement Motivation. <https://doi.org/10.3102%2F0013189X016002005>

Judith L.Meece, Beverly Bower Glienke, Samantha Burg. 2005. Gender Motivation. University of North Carolina-CH, United States. <https://doi.org/10.1016/j.jsp.2006.04.004>

Kaplan Avi. (2008). Achievement Motivation. *Psychology of Classroom Learning, Voll-Finals/7/29/2008 09:28* Page 13.

Maureen E. Kenny, Lynn Y. Walsh-Blair, David L. Blustein, Janine Bempechat and Joanne Seltzer. (2010). Achievement motivation among urban adolescents: Work hope, autonomy support, and achievement-related beliefs. doi:10.1016/j.jvb.2010.02.005

Sabir Shibila and Thomas Sannet. 2020. Emotional Intelligence and Achievement Motivation among College Students. International Journal of Trend in Scientific Research and Development (IJTSRD) Volume 4 Issue 6, September-October 2020.

Shekhar Chandra and Rachna Devi. 2012. Achievement Motivation across Gender and Different Academic Majors. Journal of Educational and Developmental Psychology; Vol. 2, No. 2; 2012 ISSN 1927-0526 E-ISSN 1927-0534

Zenzen Thomas G. 2002. Achievement Motivation. The Graduate College, University of Wisconsin Stout. Menomonie, WI 54751

