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Gender difference and achievement motivation among adolescent school students

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Abstract

Achievement is task-oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others, or that otherwise involves some standard of excellence. Descriptive research has been done in this research describing the socio demographic characteristics the respondents along with their achievement motivation and also to find the gender difference with reference to their achievement motivation. The study was conducted at N.N. Ramanathan Iyer high school, Nangavaram, Karur district. The universe of the study were the 10th standard students of both gender belonged to the same school. There were totally 128 students who constituted the universe of the study. The researcher used census method to select the respondents. Here in this study all the 10th standard students of both the gender studying in N.N. Ramanathan Iyer high school, Nangavaram, Karur district were included in the sample to collect the data. There were totally 128 respondents included in the present study. The major findings of this study revealed that a little more than half of the respondents (55.5%) were having low-level of achievement motivation and the remaining respondents (44.5%) having high level of achievement motivation. 'Z' Test was applied and it is inferred that there is significant difference between gender of the respondents with regard their to achievement motivation, the calculated Z value= 2.314 ($P < 0.05$) is higher than the table value so the research hypothesis is accepted and the null hypothesis is rejected.

Keywords: Gender, achievement motivation, school students and adolescents.

Introduction

The theory of achievement motivation is a miniature system applied to a specific context, the domain of achievement-oriented activities, which is characterized by the fact that the individual is responsible for the outcome anticipates unambiguous knowledge of results, and there is some degree of uncertainty or risk yet it is our belief that the type of theory that views the strength of an individual's goal-directed tendency as jointly determined by his expectations about the consequences of his actions, and by incentive values of expected consequences will have wider utility when these concepts these concepts are applied toward other goals.

Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed.

Achievement motivation typically refers to the level of one's motivation to engage in achievement behaviors' based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Our construct of motivational orientation refers to the type of motivational stance which the child adopts toward classroom learning. Thus one may engage in schoolwork for intrinsic reasons, because work is challenging, enjoyable, and piques one's curiosity, or alternatively, one may engage in schoolwork for extrinsic reasons, either to obtain external approval or because the educational system requires it.

Achievement is task-oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others, or that otherwise involves some standard of excellence. Behavior is ordinarily described as intrinsically motivated if it is pleasurable in its own right

and is not being undertaken merely to obtain some external reward, the reward for performing is inherent in the performance itself. When the individual's goal is more specifically to meet some standard of performance excellence and part of the reward for indulging in the activity is striving toward and reaching this goal, we refer to intrinsic achievement motivation. Successful achievement often brings about consequences that are gratifying to their recipients, such as raise and social recognition. Achievement-oriented behavior whose goal is to obtain these external or extrinsic rewards can be described as extrinsically motivated. It is possible, of course, for a single set of behavior to be driven simultaneously by both intrinsic and extrinsic motives.

Achievement motivation consists of a varied and complex set of assumptions, assessments, predictions, inferences, values, standards and affective reactions that may be irrational, inaccurate, and contradictory.

Individuals differ in their strength of motive to achieve, and various activities differ in the challenge they pose and the opportunity they offer for expression of this motive, thus, both personality and environmental factors must be considered in accounting for the strength of motivation to achieve in a particular person facing a particular challenge in a particular situation. The very same person may be more strongly motivated at one time than at another time, even though in most situations he may generally tend to be more interested in achieving than other.

Achievement-oriented behavior is conceived as invariably influenced by the strength of an individual's tendency to achieve success and, in addition, by his tendency to avoid failure, which is also inherent in situations involving evaluation of performance, attention is also drawn to the determinative role of extrinsic motivational tendencies on what appear to be achievement-oriented activities. An extrinsic tendency is one produced by some motive or incentive other than achievement per se (e.g., money, social approval, compliance with authority) and that is not inherent in an achievement-related situation.

The tendency to achieve success in a particular activity is conceived as jointly determined by the strength of a general motive to achieve success considered a relatively stable characteristic of an individual's personality, and two factors that define the challenge of the immediate task and situation; namely, the strength of expectancy, subjective probability of success in the activity and the relative attractiveness or incentive value of success in that particular activity.

Sex differences in achievement motivation have been studied widely (Meece, Glienke, & Burg, 2006) [2]. In the context of academic achievement, gender role stereotypes are confirmed when motivation is studied domain-specifically, with boys being more confident and interested in mathematics and science compared to girls, while girls prefer, and feel more confident about language-related domains compared to boys. Researchers have studied whether these sex differences in motivation can predict sex differences in academic achievement (e.g., Steinmayr & Spinath, 2008) [4].

Personality and motivation play important roles in explaining sex differences in school attainment (Steinmayr and Spinath, 2008) [4]. Many different motivational models have emerged to explain these differences. (Wigfield & Eccles, 2002) [7]. Theoretical models of achievement motivation relate this topic to future student Elizur & Beck (1994) detected no

special tendency for women to score higher than men on effective responses in achievement motive questionnaire (Elizur 1979, 1986; Shye 1978) [8]. Their results support the view that gender differences in achievement motive are rooted in socialization processes rather than in basic differences between women and men. Nagarathanamma & Rao (2007) [3] found no significant difference between boys and girls with regard to achievement motivation level. Similar findings were reported by Kaushik & Rani (2005) [9]. Investigated the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. Along with other findings male students were found to be having a high achievement motivation while female students having a below average level of achievement motivation. Liu & Zhu (2009) [1] found significant differences in achievement motivations of male and female senior high school students, male students have higher achievement motivations than female students; the achievement motivations of students studying science and students studying arts have difference closely to significant difference. Upadhyay & Tiwari (2009) [5] evaluated the effect of academic majors on achievement motivation of the students. Results showed students of science faculty had significantly higher achievement motivation in comparison to Social Science, Humanities and Commerce faculty, but it does not significantly differ from the vocational courses.

Objectives of the study

- To study the socio-demographic characteristics of the respondents
- To assess their academic achievement motivation
- To find the influence of gender on achievement motivation.

Hypothesis

1. There is significant difference between the genders of the respondents with regard to their achievement motivation.

Research Design

Descriptive research has been done in this project; descriptive research is concerned with describing the socio demographic characteristics the respondents along with their achievement motivation and also to find the gender difference with reference to their achievement motivation.

Universe

The study was conducted at N.N. Ramanathan Iyer high school, Nangavaram, Karur district. The universe of the study were the 10th standard students of both gender belonged to the same school. There were totally 128 students who constituted the universe of the study

Sampling

The researcher used census method to select the respondents. Here in this study all the 10th standard students of both the gender studying in N.N. Ramanathan Iyer high school, Nangavaram, Karur district were included in the sample to collect the data.

Sample size

There were totally 128 respondents included in the present study.

Tools of data collection

The researcher has collected the data with the help of self prepared questionnaire along with Standardized tool on achievement motivation scale developed by Pratibha Deo and Ashamohan (1971) [10] with the Test-retest reliability coefficient of .83 with an interval of 2½ months.

Pilot study

In order to find out the possibility of carrying out the study the researcher has visited the N.N. Ramanatha Iyar High school Nangavaram. The researcher then met the school Head Master & explained the aim of the research & got permission for data collection. The pilot study helped the researcher to know the feasibility of conducting the research there in the selected school.

Pretest

Pretest is very necessary to check whether the tool of data collection researcher conducted pre-Test of 5 respondents in N.N, Ramanatha Iyar High School. Nangavaram, Karur district during pre-test researcher. Met 5 respondent implemented a self prepared questionnaire. And questions.

Analysis and findings

Findings related to socio-demographic variables

A Vast Majority (85.2%) of the Respondents belonged to the age of 15 years. Nearly ¾th (71.9%) of the Respondents were female. A vast Majority (96.9%) of the Respondents

belonged to Hindu religion. A vast majority (84.4%) of the respondents are living with both the parents. A little more than half (53.9%) of the respondents belonged to joint family. A little more than half (54.7%) of the respondents having 2 siblings. ¼th of respondents fathers were coolie (25.8%) A little more than ¼th of the respondents' fathers are engaged in agriculture (27.3%) in their own- farm. A little less than 2/5th of the respondents (35.2%) family monthly income is between Rs.15001/- 20,000. 33.6% respondents' mothers were working as coolie. More than half of the respondents (60.9%) are not involved in any extracurricular activities.

Table 1: Distribution of the respondents according to their Level of Achievement Motivation

S. No.	Level of Achievement Motivation	No. of Respondents (n = 128)	Percentage (100)
1.	Low	71	55.5
2.	High	57	44.5
Total		128	100

Regarding the achievement motivation of the respondents, it is understood from the above table that a little more than half of the respondents (55.5%) were having low-level of achievement motivation and the remaining respondents (44.5%) having high level of achievement motivation.

Table 2: Z - Test between the genders of the respondents with regard to their Overall level of Achievement Motivation

S. No	Gender	Sample size (n=128)	\bar{X}	S.D.	Statistical Inference
1	Male	36	165.31	13.09268	Z = 2.314 P<0.05 Significant
2	Female	92	168.16	10.16920	

It is found from the above table that there is significant difference between the genders of the respondents with regard to their achievement motivation. From the mean score analysis, it is revealed that female respondents perceived better achievement motivation than the male respondents.

Research hypothesis

There is significant difference between genders of the respondents with regard to their achievement motivation

Null hypothesis for research hypothesis

There is no significant difference between gender of the respondents with regard to their achievement motivation

Finding

'Z' Test was applied and it is inferred that there is significant difference between gender of the respondents with regard their to achievement motivation the calculated Z value= 2.314 (P<0.05) is higher than the table value so the research hypothesis is accepted and the null hypothesis is rejected.

Conclusion

The study can be concluded that there is significant difference between the gender differences of the respondents with regard to their achievement motivation.

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