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A Comparative study of achievement motivation of arts and science college students in variation of gender and area of residency

1. Introduction:

In the world many people know motivation as the driving force behind an action. This is probably the simplest explanation about motivation. Motivation can be considered with the state of having encouragement to do something. This is the motivation of a person to attain goals. The longing for achievements inherent in every man, but not all persons look to achievement as their motivation. They are motivated by a goal. In order to attain that goal, they are willing to go as far as possible. The complexity of the goal is determined by a person's perception.

Most parents and teachers today are concerned about improving the scholastic achievement of young people ostensibly adults are equally interested in promotion of mental health among their progeny. While it has generally been accepted that mental health is a determinant of academic achievement, seldom have educators examined the converse of this reciprocal. i.e. the effect of academic achievement upon mental well being. The author contends that misconceptions have resulted in an educational structure that acts to disallow positive mental outlook. Throughout the educational scheme, from primary to graduation, emphasis is placed on grades as a measure of academic success. Not only are promotions contingent upon marks but the determination of honors, awards and scholarships relate to grades.

The purpose of the study on Achievement Motivation is to find out the motivation behind every achieved goal. So the investigator has taken up the study.

2. Objectives:

- (1) To study of achievement motivation of students in relation to their gender.
- (2) To study of achievement motivation of students in relation to Faculty.
- (3) To study of achievement motivation of students in relation to Area of residency.

3. Hypothesis:

- (1) There is no significant mean difference between the Mean score of achievement motivation of students in relation to their gender.

(2) There is no significant mean difference between the Mean score of achievement motivation of students in relation to their faculty.

(3) There is no significant mean difference between the Mean score of achievement motivation of students in relation to area of residency .

4. Method:

(1)Sample:

In the present study sample was selected randomly. We taken 100 boys who were studying in arts and science college, and also 100 girls who were studying in arts and science college so total 200 sample was selected from mahisagar district for this study.

Approximately 500 sample was selected in each category for the research study, after disposing of incomplete and unclear details, a total of 200 sample was selected as per primary planning.

❖ Brake- up of the sample:

		Gender (A)				
		Boys Students(A1)		Girls Students (A2)		Total
		Types of Faculty (B)				
		Arts (B1)	Science (B2)	Arts (B1)	Science (B2)	
Area of residency (C)	Rural Students (C1)	25	25	25	25	100
	Urban Students (C2)	25	25	25	25	100
TOTAL		50	50	50	50	200

(2)Tools:

In order to measure the achievement motivation of the students who were studying in arts and science college. We used a achievement motivation inventory (AMI) was developed by Dr. Ashwin Jansari (2007). There are total 25 sentences, and maximum 25 marks. The Retest reliability is at the rate of 0.63 and the divided reliability is at the rate of 0.72. The standardization of this test with TAT is found to be at the rate of 0.56.

(3) Variables:

In Present research work the nature of various variables is given in the following table.

Sr. No	Name of Variables	Nature of variables	Number of level	Area of level
1	Gender	Independent	2	1.Boys 2.Girs
2	Types of faculty	Independent	2	1.Arts 2.Science
3	Area of Residency	Independent	2	1.Urban Students 2.Rural Students
4	Achievement Motivation	Dependent	1	Raw Score of Achievement Motivation

5. Statistical Calculations:

Obtained information analyzed as per mean, SD & 't' test method. And hence, internal effect on the independent factors was examined.

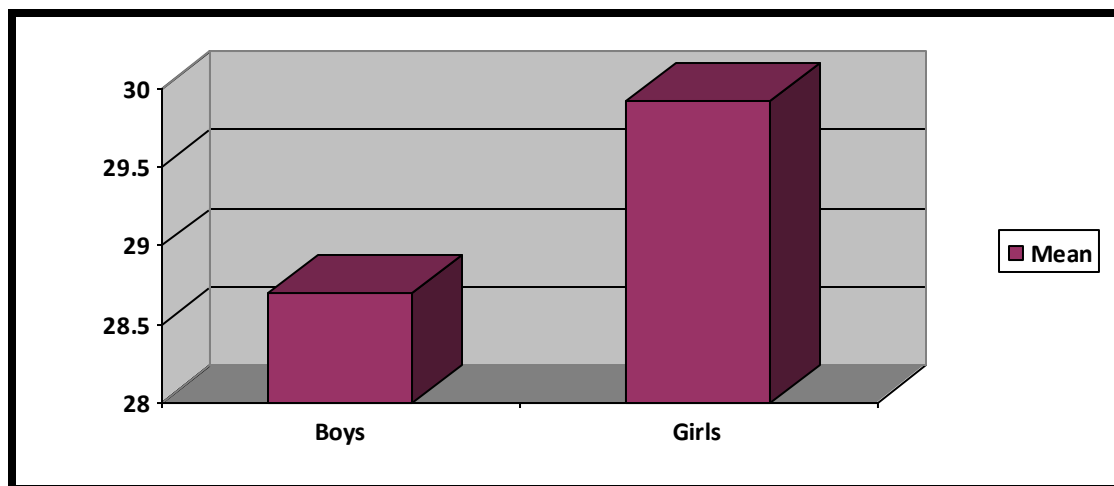
6. Result and Discussion:

Table-1

Showing Mean, SD & 't' value of achievement motivation of students in relation to their gender.

Sr. No	Group	N	Mean	SD	't' Value	Level of Sign.
1	Boys	100	28.70	4.96	0.130	NS
2	Girls	100	29.92	5.13		

As can be seen from table that 't' value of **0.130** is not significant at 0.05 level. This means that the two groups under the study differ not significantly in relation to achievement motivation. The mean score of boys group is **28.70** as against the mean score of **29.92** of the girls group. It should be remembered here that, according to scoring pattern, higher score indicate higher achievement motivation. According to mean it could be said that the girls group is having little more achievement motivation than boys group. The hypothesis that "There is no significant mean difference between the Mean score of achievement motivation of students in relation to their gender." is accepted.

Graph No.1:**Table-2**

Showing mean, SD & 't' value of achievement motivation score of arts and science students.

Sr.No	Group	N	Mean	SD	't' Value	Level of sign.
1.	Arts students	100	25.16	5.19	5.017	0.05
2.	Science students	100	32.30	5.82		

As can be seen from table that 't' value of **5.017** is significant at 0.05 level. This means that the two groups under study differ significantly in relation to achievement motivation. The mean score of arts students group is **25.16** as against the mean score of **32.30** of science students. It should be remembered that, according to scoring pattern, higher score indicate higher achievement motivation. According to mean it could be said that the science students are having more achievement motivation than the arts students. The hypothesis that "There is no significant mean difference between the Mean score of achievement motivation of students in relation to their faculty" is rejected.

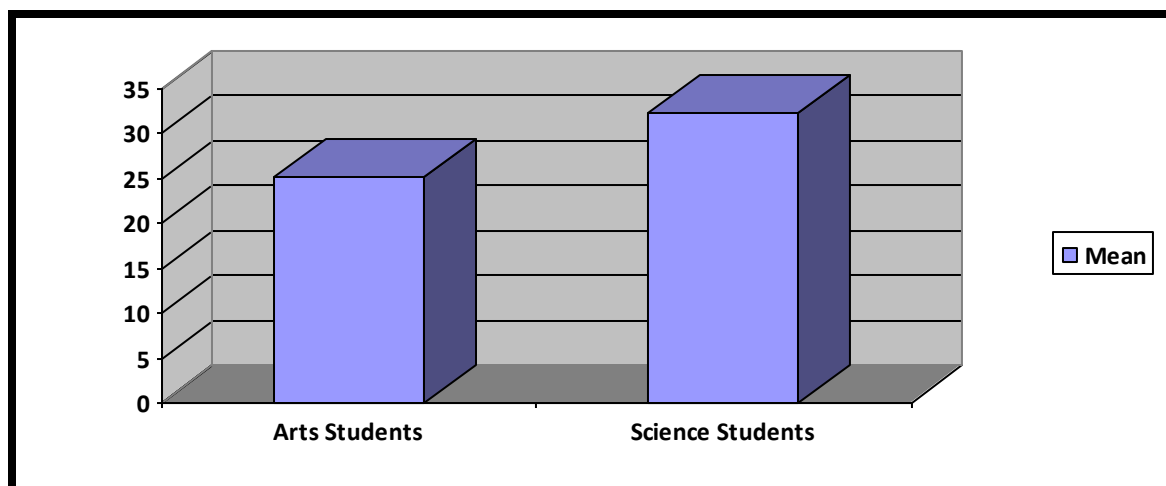
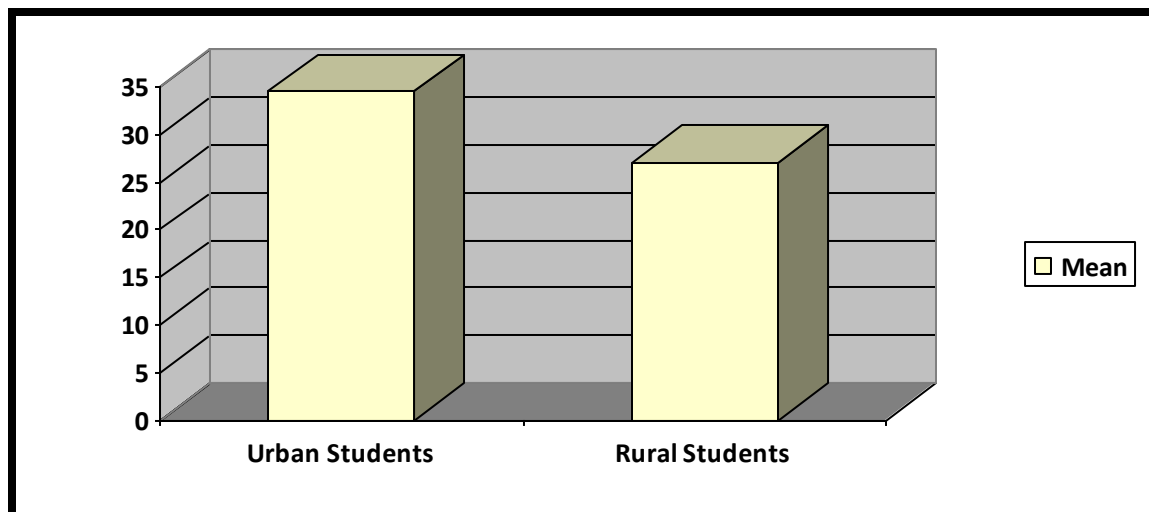
Graph No.2:

Table-3

Showing mean, SD & 't' value of achievement motivation score of Urban and Rural students.

Sr.No	Group	N	Mean	SD	't' Value	Level of sign.
1.	Urban students	100	34.46	5.92	5.210	0.05
2.	Rural students	100	27.02	5.11		

As can be seen from table that 't' value of **5.210** is significant at 0.05 level. This means that the two groups under study differ significantly in relation to achievement motivation. The mean score of urban students group is **34.46** as against the mean score of **27.02** of rural students. It should be remembered that, according to scoring pattern, higher score indicate higher achievement motivation. According to mean it could be said that the urban students are having more achievement motivation than the rural students. The hypothesis that "There is no significant mean difference between the Mean score of achievement motivation of students in relation to area of residency" is rejected.

Graph No.3:**7. Conclusions:**

- (1) Difference not found between girls and boys students about achievement motivation
- (2) Science students are having more achievement motivation than the arts students.
- (3) Urban students are having more achievement motivation than the rural Students.

8. References:

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