

Achievement motivation among the school students with reference to gender and residential area

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Abstract

The present study aimed to know the achievement motivation among the school students. It also aimed to check achievement motivation with reference to gender and residential area. "Achievement Motivation Scale" prepared by Bishwanath Mukherji (2009) (Revised) was used. The sample constituted total 160 school students out of which 80 were from boys (40 urban area and 40 rural area) and 80 from girls (40 urban area and 40 rural area). The data was collected from higher secondary schools from Gujarat state. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that (1) There was no significant difference in the achievement motivation among the boys and girls school students. (2) There was no significant difference found achievement motivation among the school students of urban and rural residential area, and (3) There was no significant difference in the interactive effect of the achievement motivation with regards to gender and type of residential area.

Motivation is an effective cognitive factor which operates in determining the direction of an individual's behaviour towards an end or goal consciously apprehended. Achievement Motivation which is the acquired tendency and is one of the most important social needs has been defined by McClelland and his associates (1953) and also by Dechurms (1968) as a disposition to strive for success in competition with others with some standard of excellence set by the individual.

McClelland called Achievement Motivation as a need for achievement referring to the individual motivation to overcome obstacles desire for success and the effort extended to seek out difficult tasks and do them well as quickly as possible. Achievement motivation is a fundamental requisite for learning.

Atkinson (1966) found Achievement Motivation to have significant effect on educational and vocational choice.

Personality can affect an individual's motivation towards achievement. Achievement motivation is a social-psychological theory of motivation. Achievement Motivation is also an important factor in career decision making. Achievement motivation is part of the earliest psychological theory of motivation which referred to the achievement motive as one of the three basic human motives (Murray, as cited in Steinmayr & Spinath, 2008). The theory suggested that achievement related situations are characterised by approach and avoidance components that trigger hope for success or fear of failure (Murray, as cited in Steinmayr & Spinath, 2008).

Achievement motivation is the drive to achieve success and is related to competitiveness, persistence, and striving for perfection (Kaplan & Maehr, 1999). It is the desire to accomplish a difficult task, overcome obstacles, and attain a high standard (Salami, 2004). Achievement motivation is also the personal striving of individuals to attain goals within their social environment (Cassidy & Lynn, 1989). One of the first researchers to have an interest in achievement motivation was Henry Murray in 1938. Murray defined need for achievement as: "To accomplish something difficult. To master, manipulate or organize [*sic*] physical objects, human beings, or ideas." (Murray, p. 164, as cited in Ziegler, Schmidt-Atzert, Buhner, & Krumm, 2007).

The achievement motivation theory evolved from work McClelland began in the 1940s and 1950s. McClelland (as cited in Moore, Grabsch, & Rotter, 2010) suggested that individuals are motivated in varying degrees by their need for achievement, need for DETERMINANTS OF CAREER CHOICE 16 affiliation, and need for power. These three needs are acquired or learned during an individual's lifetime (Lussier & Achua, as cited in Moore et al., 2010).