

## **STUDY OF ACHIEVEMENT MOTIVATION AMONG POSTGRADUATE STUDENTS IN RELATION TO COURSE, GENDER AND LOCALE**

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### **Abstract**

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*Achievement motivation plays an important role to achieve educational goals of the students. It is important to know the achievement motivation of students so that their competencies and chances of future success can be assessed. Present study was conducted to know the differences among postgraduate students with regard to achievement motivation in relation to some variables. 100 students from 2 courses (MBA and M.Com.) were selected as sample from Kurukshetra University of Haryana. Deo-Mohan Achievement Motivation Scale was used to collect the data. Findings indicated that Students studying in MBA have higher achievement motivation than students studying in M.Com. Male and female postgraduate students showed no difference in their achievement motivation. Similarly difference between achievement motivation of rural and urban postgraduate students was not significant.*

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*Keywords: Achievement Motivation, Postgraduate students.*



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The present century has been visualized as a technologically advance world. Hence starting from school level, parents, teachers and administrators all desire for heavy investment for their children. Educated manpower is the emerging need of any nation as educated and skilled human resource is asset for any country. If education strives to prepare children for a productive life in society, the educational system must accept responsibility for developing achievement motivation. Achievement motivation plays an important role to achieve educational goals of the students. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. Bigge and Hunt (1980) defined achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result. In the words of Dave and Anand (1979) "Achievement Motivation is a desire to do well relative to some standard of excellence." One's achievement motivation is driven by a

series of factors which might include: age, education, income level, aspirations, personal contribution etc. It is demonstrated in the literature that people who experience great levels of success are motivated to strive for more success (McClelland, 1961; Matthews and Dagher, 2007; Kumul and Tinar, 2009). Individuals with high achievement motives usually act in ways that will enable them to outperform others, meeting or surpassing some standards of excellence or do something unusual (Schmidt & Frieze, 1997)

### **SIGNIFICANCE OF THE STUDY**

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). Motivation is important because it affects our lives every day. All of our behaviours, actions, thoughts, and beliefs are influenced by our inner drive to succeed. Everyone has a need to achieve and a fear of failure, but these needs vary from person to person and from situation to situation. So it is important to know the achievement motivation of students so that their competencies and chances of future success can be assessed. Postgraduate students were taken as sample because after this level most students enter in work life. Assessment of achievement motivation can help them in choosing their future career options. By comparing achievement motivation of different groups', suggestions can be given to enhance achievement motivation of groups lacking in this attribute.

### **OBJECTIVES OF THE STUDY**

1. To study the significance of difference between the achievement motivation of postgraduate students studying business administration and commerce.
2. To study the significance of difference between achievement motivation of male and female postgraduate students.
3. To study the significance of difference between achievement motivation of postgraduate students coming from rural and urban locality.

### **HYPOTHESES OF THE STUDY**

1. There will be no significant difference between the achievement motivation of postgraduate students studying business administration and commerce.
2. There will be no significant difference between achievement motivation of male and female postgraduate students.

3. There will be no significant difference between achievement motivation of postgraduate students coming from rural and urban locality.

### RESEARCH METHODOLOGY

**Research Method:** Survey method of research was used.

**Sample:** The sample of the present study consisted of 100 students studying in postgraduate courses (50 students from Master of Business Administration course and 50 from Master of Commerce) from Kurukshetra University of Haryana.

**Tools Used:** For assessing Achievement Motivation of the subjects of present study Deo-Mohan Achievement Motivation Scale (1985) was used. The scale consists of 50 items out of which 13 are negative items and rest 37 are positive items.

**Statistical Techniques used:** Mean, Standard Deviation, t-test was used to analyse the data.

### ANALYSIS AND INTERPRETATION

**Table 1. Difference between the achievement motivation of postgraduate students studying business administration and commerce:**

Course	N	M	SD	t-value	Level of Significance
MBA	50	135.54	24.92	2.14	Significant at 0.05 level
M.COM	50	126.80	14.57		

Table 1 depicts that mean score of achievement motivation of MBA students is 135.54 and mean score of M.Com. students is 126.80. Standard deviation for MBA and M.Com. students is 24.92 and 14.57 respectively. t value is 2.14 which is significant at 0.05 level of significance which shows that there is significant difference in the achievement motivation of postgraduate students studying in MBA and M.Com. courses. MBA students have higher achievement motivation than M.Com students. Hence hypothesis 1 was rejected.

**Table 2. Difference between achievement motivation of male and female postgraduate students:**

Gender	N	M	SD	t-value	Level of Significance
Male	40	129.63	18.47	.56	Not Significant
Female	60	132.03	22.23		

It is clear from the table 2 that difference between achievement motivation of male and female postgraduate students is not significant as t-value .56 is less than the critical value.

Mean score of female students is more than male students which shows that female students have better achievement motivation than male students but this difference is not statically significant. Hence hypothesis 2 was accepted.

**Table 3. Difference between achievement motivation of postgraduate students coming from rural and urban locality:**

Locality	N	M	SD	t-value	Level of Significance
Rural	52	131.56	22.36	.24	Not Significant
Urban	48	130.54	19.06		

Table 3 shows the difference between achievement motivation of rural and urban postgraduate students. Although rural students have slightly higher achievement motivation (M=131.56) as compared to urban students (M=130.54), the difference is not significant as t-value is .24 which is less than the critical value. Therefore it can be concluded that there exists no significant difference between the achievement motivation of rural and urban postgraduate students. Hence hypothesis 3 was accepted.

### DISCUSSION

In the present study it was found that there exists significant difference between postgraduate students studying business administration and Commerce with regard to achievement motivation. The reason behind this may be the nature of course. The teaching strategies used for professional course like MBA are quite different than used for non-professional course like M.Com. The study revealed that there is no difference between achievement motivation of male and female postgraduate students. Similar results were shown by the studies conducted by Baskaran (1991), Pandey and Ahmad (2007), Chetri (2014) and Mishra (2017). This may be due to the fact that in the present society the gender gap is reducing and females are no lagging behind than boys. Females are becoming ambitious and want to excel in life. The study also showed no difference in the achievement motivation of rural and urban postgraduate students. The finding is in consonance with the findings of studies of Ahluwalia (1985), Singh (1986) and Sodhi (1989) who had shown that rural and urban school students do not differ significantly in relation to their achievement motivation. Chetri, (2014) in her study revealed non- significant difference in achievement motivation of adolescent students with regard to gender and locale variation. This reason behind this may be that in the modern digital world rural students are equally well informed and aware as urban students. Moreover

rural students are more concerned and focussed for success because they have seen struggle and lack of facilities in their life and now they want to achieve success.

## IMPLICATIONS

Research has shown that it may be possible to increase achievement motivation through various teaching strategies and confidence building exercises like seminars, talks delivered by the intellectuals, debates, discussions etc. High level of aspiration is the key for high achievement motivation. The parents and teachers should set realistic high goals for students so that they strive to achieve more and more success. It is the joint responsibility of parents, educational institutions and Government to provide nurturing environment and opportunities to students so that they can achieve up to their potential. Conservative attitude and prejudices of society like resistance for female education, caste system etc. tend to reduce achievement motivation among students. So there is a need to free the society from these prejudices and biases so that every student can achieve and excel in life.

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