

Achievement Motivation as a Function of Gender, Economic Background and Caste Differences in College Students

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The present study was carried out to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. An exploratory method of research was employed by adopting 2X3X4 factorial design. The study was based on one hundred and ninety two under graduate students of various colleges from Sangli city of Maharashtra, was selected by random sampling procedure. As per research plan 48 subjects from each caste group i.e. forward castes, other backward castes, Scheduled castes and Nomadic tribes were selected on the basis of male - female ratio was 1:1, and three levels of economic background of family. Achievement Motivation Test (ACMT) developed by Bhargave was used to collect the data from the sample. 't' test, Duncan's Multiple Range test and three way ANOVA were calculated for deriving the results. The results show that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward caste students and between male and female students. Forward caste and scheduled caste group students having a high achievement motivation while other backward and nomadic tribes group students having an average level achievement motivation. As well as male students having a high achievement motivation while female students having a below average level of achievement motivation. The most important finding is that the computed F ratio of interaction was found to be not significant which indicates that caste, gender and economic background of family does not jointly affect on achievement motivation of college students.

Keywords: Achievement Motivation, Economic Background and Caste Differences

Achievement motivation is relatively a new concept in the world of motivation (Mangal 2000). It is now widely used and heard in the area of education. Sunita Sharma (1998) pointed out that achievement motivation refers to the tendency to strive for success or the attainment of desired end. According to Atkinson and Feather (1966) "Achievement motivation is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment." Individuals high

in achievement motivation are at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their coordination or control. However they do relatively less well when required to manage excessive tasks or to function in highly stressful environments.

Nagarathanamma and Rao (2007) designed a study to see the difference between adolescent boys and girls on achievement motivation. They found that there was no significant difference between

boys and girls with regard to achievement motivation level. Kaushik and Rani (2005) also confirmed the findings that there was no significant gender difference on achievement motivation in students of four educational streams.

Some research studies reveal that there is an influence of socioeconomic status of parents on their children achievement motivation. We know that economic background of the parents is one of the most important dimensions of SES. Economic background strongly affects children's cognitive and social development, which in turn influence children's achievement motivation and other abilities. Kuppuswamy (1980) considered that education, occupation and income of parents are the important factors of socioeconomic status of family. Higher and middle socioeconomic status families provide better facilities such as better residential areas, good home library, periodicals, newspapers etc. to their children which leads to high achievement motivation. Low socioeconomic status families can not provide such type of facilities, which leads to low level of achievement motivation.

Caste also plays a crucial role in determining the level of achievement motivation. Different castes have different environment, culture, norms and economic background. Singh (1981) designed a study to see the difference between forward caste and backward caste students on achievement motivation. No difference was found between them. Sandra Graham (1994) designed a study to find out the real difference of caste on achievement motivation. She found that there is little reliable evidence to suggest that African – Americans and whites differ in their underlying need for achievement.

Objectives :

1. To compare the achievement motivation of college students on the basis

of gender, economic background and caste.

2. To study the effects of gender difference on achievement motivation of college students.

3. To see the impact of economic background of family on achievement motivation of college students.

4. To find out the influence of different caste groups on achievement motivation of college students.

5. To investigate the interaction effects of gender, economic background and castes on achievement motivation of college students.

Method

Sample:

For the present study 192 under graduate students of various colleges from Sangli city were selected by random sampling procedure. The age of the subjects ranged from 18 to 22 years. As per research plan 48 subjects from each caste group i.e. forward caste, other backward caste, scheduled caste and nomadic tribes were selected. To decide three levels of economic background of family of respondents basic criteria was determined by considering local economic conditions of Sangli district. Whose annual family income is below Rs. 50,000/- is considered as a low economic background whose annual family income is between Rs. 50,000/- and Rs. 2,00,000/- is considered as middle economic background and whose annual family income is above Rs. 2 lacks is considered as high economic background. The groups were matched in respect of gender, economic background and caste of student's male-female ratio was 1:1, and three levels of economic background was considered to select the sample.

Tools :

Achievement Motivation Test (ACMT): It was developed by V. P. Bhargava (1994). It

is a sentence completion test and it has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test-retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation.

Results and Discussion

Table I : Gender Differences (male-96 and female-96) in Achievement motivation

Groups	Mean	SD	t value
Male	24.91	10.46	2.06 *
Female	20.98	8.94	

*P<.05

In order to measure level of achievement motivation among college students, means and standard deviations were separately calculated for male and female students. Findings are presented in table I. To test first hypothesis - Male students would have higher achievement motivation compared with female students - t test is apply. Table I shows clear and significant difference in achievement motivation between male and female students. On achievement motivation males score significantly higher than females. Pratibha Sood (2006), and Pandey and Ahmad (2007) have found no significant gender difference in college students. Present findings reveal that male students having higher level of achievement motivation and female students having an average level of achievement motivation.

Table 2 Mean Comparison among the Groups of three levels of Economic Background by Duncan’s Multiple Range Test.

		Three levels of Economic Background of family			R	R _p
		Low	Middle	High		
	Mean	21.10	23.46	24.28	Distance	
Low	21.10	—	2.36	3.18	3	15.94
Middle	23.46	—	—	.82	2	15.12
	rp (0.05)	2.77	2.92			
	Rp	15.12	15.94			

Difference are not significant

Table II is for examining difference among three groups of different economic background on achievement motivation. Duncan’s multiple range test was used to test the significance of mean difference. Highest achievement motivation score (M = 24.28) has been obtained by the subjects from high economic background students and lowest score (M =21.10) has been obtained by the subjects from low economic background students. All the mean difference indicate that not significant difference was found

among three groups of economic background. High and middle economic background students having a high level of achievement motivation, where as low economic background students having an average level of achievement motivation. Hence, second hypothesis - Students from higher economic background would have higher achievement motivation compared with students from middle and low economic background is rejected.

Table 3 Mean Comparison among different caste groups by Duncan's Multiple Range Test.

		Different Cast Groups					
		NT	OBC	OPEN	SC	R	R _p
Mean		15.62	15.62	26.68	33.87	Distance	
NT	15.62	—	0.0	11.06	18.25*	4	14.28
OBC	15.62	—	—	11.06	18.25*	3	13.81
OPEN	26.68	—	—	—	7.19	2	13.10
rp (0.05)		2.77	2.92	3.02			
R _p		13.10	13.81	14.28			

* P < .05 NT = Nomadic Tribes , OBC = Other Backward Caste, OPEN = Forward Caste, SC = Scheduled Caste

Table 3 is for examining difference among four groups of different castes on achievement motivation. Duncan's Multiple range test was used to test the significance of mean difference. Highest achievement motivation score (M=33.87) has been obtained by the subjects from scheduled castes and the lowest score (M=15.62) has been obtained by the subjects from other backward and Nomadic tribes. The second highest score (M = 26.68) has been obtained by the subjects from forward castes. The mean difference indicate significant difference between scheduled caste and Nomadic tribes students (difference value $18.25 > R_p 14.28$), scheduled caste and other backward caste students (difference value $18.25 > R_p 13.81$). However, mean difference is not significant between Nomadic tribes and other backward cast students (difference value $0.0 < R_p 14.28$), forward caste and Nomadic tribes as well as forward caste and other backward caste students (difference value $11.06 < R_p 14.28, 13.81$) forward caste and scheduled caste students (difference value $7.19 < R_p 13.10$). On the basis of these results, third hypothesis is - forward cast students would have higher achievement motivation compared with rest of all caste group students in the study- partially accepted, because not only forward caste but also scheduled caste students also high on achievement motivation.

Thus the results suggest that forward and scheduled caste subjects having higher level of achievement motivation whereas the other backward and Nomadic tribe's students, having below average achievement motivation. The reason could be that scheduled caste students are highly motivated by social and educational awareness than other backward and Nomadic tribe's students. Apart from a traditional life they are accepting new challenges.

The main findings of this study were initially tested in a 4X2X 3 Analysis of variance with achievement motivation as the dependent variable. Results showed that independent source caste had significant effect on achievement motivation $F(3, 168) = 35.68, P < 0.1$ of college students. Scheduled caste and forward caste students obtained high mean score on achievement motivation, while other backward caste and Nomadic Tribes students obtained below average motivation. Second independent source gender also had significant effect on achievement motivation $F(1, 168) = 6.86, P < .01$ of college students. Male students obtained higher mean score on achievement motivation than female students. The F value for economic background of family is 1.61 which is not significant, it means that economic background of family does not affect on achievement motivation of college students. All two way interaction – caste X

gender, caste X eco. background, gender X eco. background – as well as three way interaction – caste X gender X eco. background – was found not to be significant. Hence, fourth hypothesis - Gender, economic background and caste would have interactive effect on achievement motivation of college students. - is rejected.

Conclusions

Findings of the present study indicate that gender difference in achievement motivation is significant, male students and female students having higher and average level of achievement motivation respectively. Caste rendered significant effect on achievement motivation. Forward and scheduled caste students have higher achievement motivation while other backward and nomadic tribes students have below average achievement motivation. However impacts of economic background of family are found not to be significant. As well as caste, gender and economic background of family does not jointly affect achievement motivation of college students.

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