



IMPACT OF GENDER, TYPE OF MANAGEMENT AND LOCALITY ON ACHIEVEMENT MOTIVATION AMONG HIGH SCHOOL STUDENTS

S. Sudhakara Babu Research Scholar, Dept. of Psychology, S.V. University, Tirupati, Andhra Pradesh

Prof. L. Kullai Reddy Professor (Retd), Dept. of Psychology, S.V. University, Tirupati, Andhra Pradesh

ABSTRACT An attempt was made in the present investigation **Aim:** To study the impact of gender, type of management and locality on achievement motivation among high school students. **Objective:** To find out the impact of gender, type of management and locality on achievement motivation among high school students. **Sample:** The Sample of the present study consists of 400 high school students. **Tool:** Achievement Motivation Scale developed by Prathibha Deo and Asha Mohan (1985) was administered. **Conclusion:** Results revealed that significant impact of gender, type of management and locality on achievement motivation among high school students.

KEYWORDS : Achievement Motivation, Gender, Type of Management and Locality.

INTRODUCTION

The achievement motivation is associated with social, family and educational atmosphere. The children's mental ability is related with parental thinking process and their educational level. Thus, the achievement motivation is related with their mental ability, intelligence, emotional maturity and personality factors. Even if the family environment is same for all children, because of the personality traits, psychosexual development, life style and other relative factors, the children differ from each other in achievement motivation and personality development. The achievement motivation of children is the outcome of family environment. The family environment includes many factors, like a parent's education, standard of living, parental thinking adjustment of husband and wife, family income, family status, social class and the challenging the face. These important factors affect children's achievement motivation and personality development.

Achievement motivation is very important factor in a personality development and the proper family environment. The high achievement level as well as low and middle levels effect on the future life of adolescence.

Another key to understand academic performance may be is achievement motivation. Motivation has received much attention from many researchers with different psychological and philosophical perspectives in different fields of study, especially psychology and education, due to its significant effect on students' learning, persistence, and academic achievement.

Literature Review

Judith Meece and Charlotte Agger (2018) examined the achievement motivation theories are used to understand gender discrepancies in motivation across various academic domains. Current trends in research on gender and academic motivation include the shifting and expanding of theoretical frameworks, a new focus on the motivation and achievement of male students, and the use of advanced methodologies and cross-national data to conduct comparative research on gender and patterns of motivation.

Veena Gretta Tauro, Vijetha Kottari and Princia Rolita Souza (2018) compared the level of self-esteem and achievement motivation among adolescents in rural and urban pre-university colleges, Mangalore. The research approach used for the study was descriptive and comparative approach. A comparative descriptive research design was used to study 240 adolescents from rural and urban pre-university college, selected by multistage random sampling technique. The results revealed that Majority (98.3%) of adolescents in urban pre-university college had high level of self-esteem, whereas the adolescents of rural pre-university college, majority (86.7%) had average level of self-esteem. Most (70%) of the adolescents of urban pre-university college had high level of achievement motivation whereas 50% of them from rural pre-university college had above average level of achievement motivation. Pretty Rani and Geetha Reddy (2019) examined the gender related differences and differences across academic majors on achievement motivation among adolescent students. The study was carried on 80 adolescent undergraduate students from Hyderabad district, 40 males

and 40 females (ages 13-20 years) selected by purposive sampling method. Significant difference was found between the achievement motivation of sciences and arts stream students and achievement motivation among male and female college students.

Rasool Rabia (2019) studied the school environment and academic achievement of government and private students. The sample of the study comprised of 240 (120 government and 120 private) secondary school students which were selected randomly from 16 schools of district Srinagar. Results revealed that significant difference was present in between the academic performance of private and government secondary schools. In the field of education, teachers and parents are found to be important factors of achievement motivation. Pupils living with people other than one's own parents suffered a negative impact on achievement motivation. Type of school and classroom environment also have a direct bearing on achievement motivation.

Arjun Singh Baloria (2020) assessed the achievement motivation of rural youth of Kathua District in Jammu and Kashmir and also to see the gender difference among them. Result reveals that there is a significant difference between the achievement motivation of boys and girls. Girls are more motivated than boys, which is good as far as the rural India is concerned.

Aisha Khatoon (2021) assessed the difference of Achievement Motivation of adolescents in relation to school types. The sample of the study comprises of 100 subjects, selected from secondary level of two schools in Aligarh town, Uttar Pradesh, one is private and another is Government school. The subjects were within the age group of 14-16 years. Among the 100 subjects, 50 adolescents were from private and 50 adolescents were from Government school. To know the difference between the Achievement Motivations of the two groups, Deo-Mohan Achievement Motivation Scale (DAMS) was used. The obtained data was analyzed by t- tests. Results revealed that achievement motivation had a significant difference between the adolescents of the two groups. It was found that the achievement motivation of private school adolescents was higher than the achievement motivation of Government school.

Bali Bhalani (2021) purposed of this research is to find out the achievement motivation level of college students concerning their gender and educational stream. Findings are Arts, commerce and science students are not having a similar achievement motivation level relation to educational streams. The boys and girls are both not having a similar achievement motivation level related to gender and the other hand the all the college going students having different achievement motivation levels.

Objective

1. To find out the impact of gender, type of management and locality on achievement motivation among high school students.

Hypotheses

1. There would be significant impact of gender on achievement motivation among high school students.

- There would be significant impact of type of management on achievement motivation among high school students.
- There would be significant impact of locality on achievement motivation among high school students.

Sample

A sample of 400 students studying in government and private schools located rural and urban areas in Adoni Mandal of Kurnool District of Andhra Pradesh State was selected randomly and administered "achievement motivation scale" to the subjects were in the age ranges from 14-17 years and using purposive random sampling method.

Variables Studied

Dependent Variable

- Achievement Motivation

Independent Variables

- Gender (boys/girls)
- Type of management (government / private)
- Locality (rural/urban)

Tool

Assessment of Achievement Motivation: Achievement Motivation Scale developed by Prathibha Deo and Asha Mohan (1985). It consists of 50 items with five options was used in the present study.

Research Design

As there are three demographic variables gender (boys & girls), type of management (government & private) and locality (rural & urban), each variable is divided in to two categories a 2x2x2 factorial design is employed in the present study.

Statistical Analysis

The obtained data was analyzed statistically in order to test the hypotheses using Means, SDs and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table-I: Means And SDs For Scores On Achievement Motivation Among High School Students.

Locality		Gender			
		Boys		Girls	
		Type of Management		Type of Management	
		Government	Private	Government	Private
Rural	Mean	143.82	146.61	152.65	148.53
	SD	16.24	15.27	16.84	17.28
Urban	Mean	152.30	147.22	151.08	159.58
	SD	18.34	19.21	17.64	18.60

Grand Means

Boys = (M:147.49)	Government = (M:149.96)	Rural = (M:147.90)
Girls = (M:152.79)	Private = (M:150.49)	Urban = (M:152.96)

A close observation of table-I shows that the girls studying in private schools in urban areas have obtained a high score of 159.58 indicate that they have high achievement motivation compared with other groups. Boys studying in government schools in rural areas have obtained a low score of 143.82 indicate that they have low achievement motivation compared with other groups.

In terms of gender, girls (M=152.79) have high achievement motivation than the than boys (M=233.53). In terms of type of management, students studying in private schools (M=150.49) have high achievement motivation than the students studying in government schools (M=149.96). In terms of, urban area students (M=152.96) have high achievement motivation than rural area students (M=147.90).

Table-II: Summary Of ANOVA For Scores On Achievement Motivation Among High School Students.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	1089.120	1	1089.120	7.58**
Type of Management (B)	421.110	1	421.110	2.93@
Locality (C)	985.521	1	985.521	6.86**
(A x B)	315.620	1	315.620	2.19@
(A x C)	752.120	1	752.120	5.24*
(B x C)	215.560	1	215.560	1.50@
(A x B x C)	392.040	1	392.040	2.73@
Within	56313.152	392	143.656	--
Total	60484.243	399	--	--

**- Significant at 0.01 level *- Significant at 0.05 level @- Not Significant

Hypothesis-1: There Would Be Significant Impact Of Gender On Achievement Motivation Among High School Students.

It is evident from table-II reveals that the obtained 'F' value of 7.58 is significant at 0.01 level indicates that gender has significant impact on achievement motivation among high school students. As the 'F' value is significant, the hypothesis-1, which stated that gender has significant impact on achievement motivation among high school students, is accepted as warranted by the results.

Hypothesis-2: There Would Be Significant Impact Of Type Of Management On Achievement Motivation Among High School Students.

Table-II reveals that the obtained 'F' value of 2.93 is not significant suggest that type of management has no significant impact on achievement motivation among high school students. As the 'F' value is not significant, the hypothesis-2, which stated that type of management has significant impact on achievement motivation among high school students, is not accepted as unwarranted by the results.

Hypothesis-3: There Would Be Significant Impact Of Locality On Achievement Motivation Among High School Students.

As shown in table-II reveals that the obtained 'F' value of 6.86 is significant at 0.01 level indicates that locality has significant impact on achievement motivation among high school students. As the 'F' value is significant, the hypothesis-3, which stated that locality has significant impact on achievement motivation among high school students, is accepted as warranted by the results.

It is evident from the table-II that the 'F' values of 2.19 gender and type of management (AXB); 1.50, type of management and locality (BXC) and 2.73 gender, type of management and locality (AXBXC) are not significant. The 'F' value of 5.24 gender and locality (AXC) interaction is significant at 0.05 level implied that there is significant interaction among three variables, gender, type of management and locality is causing the effect on achievement motivation among high school students.

CONCLUSIONS

- There is significant impact of gender on achievement motivation among high school students. Girls have high achievement motivation than the than boys.
- There is no significant impact of type of management on achievement motivation among high school students.
- There is significant impact of locality on achievement motivation among high school students. Urban area students have high achievement motivation than rural area students.

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