



A Comparative Study of Personality Trait and Academic Motivation Between Male and Female Mba Students

Guruprasada Rao S R

Asst. Prof. Department of Studies in Business Administration Pooja Bhagavat Memorial Mahajana P G Centre Metagalli, Mysore – 570016

ABSTRACT

College students (316 post-graduate students) who were pursuing MBA degree completed Five Factor Inventory and Academic Motivation Scale. The study revealed no gender difference in three types of motivation – intrinsic, extrinsic and amotivation, with intrinsic motivation – to experience stimulation factor shows gender difference. Only factors Conscientiousness and Intellect shows gender difference and Extraversion, Agreeableness and Emotional Stability finds no gender difference. These results are interpreted within the context of what teachers could do to encourage and nurture students' motivation.

KEYWORDS

Personality trait, Academic motivation.

Introduction

In the field of education, students are the core part of the system. Participation in the post-graduation education, especially in the field of management has increased over the years. It is therefore not surprising that substantial research attention has been directed at understanding the psychological nature of the graduate experience (Lefkowitz, 2005; Pascavella & Terenzini, 1991).

A substantial amount of research exists pertaining to academic motivation through a self-determination perspective. Better school performance is associated with intrinsic motivation (Grolnick, Gurland, Jacob & Decourcey, 2002) and greater need satisfaction (Levesque, Stanek, Zuehlke & Ryan, 2004). There is a decline in intrinsic motivation through the elementary and into the high school (Lepper, Corpus & Lyngar, 2005). But, Sheldon (2004) in his study collected evidences for increased intrinsic motivation in the college and university years.

Consensus is emerging that a five-factor model of personality, often termed the "Big Five" (Goldberg, 1990), can be used to describe the many salient aspects of personality. The Big Five can be found in virtually any measure of personality (e.g., McCrae & John, 1992), including the analysis of trait adjectives in many languages, and decisions made by expert judges based on existing measures (Mount & Barrick, 1991).

Researchers suggest that as one progresses from Amotivation to intrinsic motivation, the differing types of motivation are associated with increasingly positive consequences. This approach of motivation has been shown to be particularly useful in assessing students' motivation for attending university. Hence the author is interested in know how the students' motivation for attending university and their personality traits among male and female students to pursue MBA degree.

Statement of the problem:

Indian management education encompasses issues concerned with helping tomorrow's managers to be more effective in their jobs. Thereby, the purpose of the study was to compare the academic motivation and personality traits between male and female students who were pursuing MBA program.

Objectives:

- To study the difference in the score of academic motivation between male and female MBA students.
- To study the difference in the score of personality traits between male and female MBA students.

Hypothesis:

H1: There is significant mean difference in the score of academic motivation between male and female MBA students.

H2: There is significant mean difference in the score of personality traits between male and female MBA students.

Limitations:

- The study is limited to MBA students who were studying in Mysore city.
- Age of the students is not considered.
- Health condition of the students is not considered.
- Socio-economic status of the individual is not considered.

Scope:

- By understanding the personality traits of the students, teachers can manure the students through various personality development programme and soft skill development programme
- Academic need assessment of the students can be evaluated

Definition of terms:

- Academic motivation: There are many conceptual perspectives in order to understand academic motivation. One such perspective states that behaviour can be extrinsically motivated, intrinsically motivated, or amotivated.
- Intrinsic motivation: "The fact of doing an activity for itself, and the pleasure and satisfaction derived from participation".
- Extrinsic Motivation: It refers to a range of behaviours which are not engaged for their own sake but as a means to an end.
- Amotivation: "Individuals are amotivated when they do not perceive contingencies between outcomes and their own actions. They are neither intrinsically nor extrinsically motivated".
- Personality traits: Human behaviors represent manifestations of underlying psychological attributes or traits. According to Lew Goldberg, there have five major dimensions or factors, called big-five factors – extraversion, agreeableness, conscientiousness, emotional stability and intellect/imagination.

Methodology:

The purpose of the study was to compare the academic motivations and personality traits between male and female MBA students. To accomplish the purpose of the study, the author collected the requisite information by administering the ques-

tionnaire from 316 students of various departments and institutions of Mysore city during the academic year 2014-15.

Questionnaire:

The questionnaire consists of three parts – demographic information, 50-item IPIP Big Five inventory by Goldberg to measure the personality traits – Extraversion, Agreeableness, Conscientiousness, Emotional stability, and Intellect; and academic motivation scale (AMS-C 28) college (CEGEP) version by Robert J. Vallerand to measure the academic motivation of university students consists of three main domains – intrinsic motivation, extrinsic motivation, and amotivation. In intrinsic motivation, three factors are evaluated - intrinsic motivation-to know, intrinsic motivation-towards accomplishment, and intrinsic motivation- to experience stimulation. In extrinsic motivation, three factors are evaluated - extrinsic motivation-identified, extrinsic motivation- introjected, and extrinsic motivation-external regulation.

Analysis:

Of 316 students, 171 (54.1%) students were male students, and 145 (45.9%) students were female students; 201 (63.3%) students were admitted the course by general merit category, 83 (26.3%) students were admitted by OBC category, and 32 (10.4%) students were admitted by SC/ST category; 248 (78.4%) students residing with their parents, 41 (13%) students residing in rented room, 27 (8.5%) students residing in hostels; 165 (52.2%) students were from urban, 102 (32.3%) students were from rural, and 49 (15.5%) students were from semi urban localities.

To fulfill the objectives of the study, following hypotheses were constructed and tested subsequently.

Statistical hypothesis:

H1	H ₁ : There was no significant mean difference in academic motivation scores between male and female MBA students.
	H ₁ : There exists significant mean difference in academic motivation scores between male and female MBA students.
H2	H ₂ : There was no significant mean difference in personality trait scores between male and female MBA students.
	H ₂ : There exists significant mean difference in personality trait scores between male and female MBA students.

Academic Motivation:

To test H1, t-test was used and the computations made were tabulated in table 1.

Academic Motivation	Gender	N	Mean	Std. Deviation	t-value	P-value
Intrinsic Motivation- To Know	Male	171	21.71	4.503	.865	.388
	Female	145	21.26	4.628		
Intrinsic Motivation-Towards Accomplishment	Male	171	18.47	4.712	1.538	.125
	Female	145	17.70	4.182		
Intrinsic Motivation - To Experience Stimulation	Male	171	18.51	4.743	2.323	.021
	Female	145	17.24	4.935		
Extrinsic Motivation- Identified	Male	171	21.93	4.278	-.829	.408
	Female	145	22.33	4.303		
Extrinsic Motivation- Introjected	Male	171	19.04	5.780	.632	.528
	Female	145	18.64	5.376		
Extrinsic Motivation- External Regulation	Male	171	21.43	5.502	-1.579	.115
	Female	145	22.34	4.606		
Amotivation	Male	171	10.51	5.210	1.669	.096
	Female	145	9.50	5.482		

Intrinsic Motivation	Male	171	58.69	12.162	1.861	.064
	Female	145	56.20	11.482		
Extrinsic Motivation	Male	171	62.40	12.557	-.662	.509
	Female	145	63.31	11.811		

Interpretations:

- For Intrinsic Motivation- To Know, P = 0.388 > 0.05, the test was not significant at 5% levels. That is, there was no significant mean difference in Intrinsic Motivation- To Know score between male and female students at 0.05 levels.
- For Intrinsic Motivation- Towards Accomplishment, P = 0.125 > 0.05, the test was not significant at 5% levels. That is, there was no significant mean difference in Intrinsic Motivation- Towards Accomplishment score between male and female students at 0.05 levels.
- For Intrinsic Motivation- To Experience Stimulation, P = 0.021 < 0.05, the test was significant at 5% levels. That is, there exists significant mean difference in Intrinsic Motivation- To Experience Stimulation score between male and female students at 0.05 levels with male students were better than female students.
- For Intrinsic Motivation, P = 0.064 > 0.05, the test was not significant at 5% levels. That is, there was no significant mean difference in Intrinsic Motivation score between male and female students at 0.05 levels.
- For Extrinsic Motivation- Identified, P = 0.408 > 0.05, the test was not significant at 5% levels. That is, there was no significant mean difference in Extrinsic Motivation- Identified score between male and female students at 0.05 levels.
- For Extrinsic Motivation- Introjected, P = 0.528 > 0.05, the test was not significant at 5% levels. That is, there was no significant mean difference in Extrinsic Motivation- Introjected score between male and female students at 0.05 levels.
- For Extrinsic Motivation- External Regulation, P = 0.115 > 0.05, the test was not significant at 5% levels. That is, there was no significant mean difference in Extrinsic Motivation- External Regulation score between male and female students at 0.05 levels.
- For Extrinsic Motivation, P = 0.509 > 0.05, the test was not significant at 5% levels. That is, there was no significant mean difference in Extrinsic Motivation score between male and female students at 0.05 levels.
- For Amotivation, P = 0.096 > 0.05, the test was not significant at 5% levels. That is, there was no significant mean difference in Amotivation score between male and female students at 0.05 levels.

Personality Traits:

To test H2, t-test was used and the computations made were tabulated in table 2.

Personality Traits	Gender	N	Mean	Std. Deviation	t-value	P-value
Extraversion	Male	171	31.48	4.562	1.362	.174
	Female	145	30.74	5.025		
Agreeableness	Male	171	36.35	5.137	.062	.951
	Female	145	36.31	4.727		
Conscientiousness	Male	171	33.91	5.091	2.757	.006
	Female	145	32.37	4.729		
Emotional Stability	Male	171	29.92	4.571	1.582	.115
	Female	145	29.14	4.101		
Intellect	Male	171	34.86	4.484	4.084	.000
	Female	145	32.72	4.801		

Interpretations:

- For Extraversion, P = 0.174 > 0.05, the test was not signif-

icant at 5% levels. That is, there was no significant mean difference in Extraversion score between male and female students at 0.05 levels.

- For Agreeableness, $P = 0.951 > 0.05$, the test was not significant at 5% levels. That is, there was no significant mean difference in Agreeableness score between male and female students at 0.05 levels.
- For Conscientiousness, $P = 0.006 < 0.05$, the test was significant at 5% levels. That is, there exists significant mean difference in Conscientiousness score between male and female students at 0.05 levels with male students were better than female students.
- For Emotional Stability, $P = 0.115 > 0.05$, the test was not significant at 5% levels. That is, there was no significant mean difference in Emotional Stability score between male and female students at 0.05 levels.
- For Intellect, $P = 0.00 < 0.05$, the test was significant at 5% levels. That is, there exists significant mean difference in Intellect score between male and female students at 0.05 levels with male students were better than female students.

Discussion:

The three types of academic motivations – intrinsic, extrinsic and amotivation showed no gender difference but male students having comparatively more mean scores than the female students and it is statistically not significant. Male students scored high on intrinsic motivation – to experience stimulation in comparison with female students and is statistically significant. Moreover, male students scored high on the amotivation sub-scale which is associated with negative educational outcomes. This calls into question the validity of considering amotivation, extrinsic and intrinsic motivations as a continuum associated with increasing educational outcomes.

The extraversion, agreeableness and emotional stability relate more to effective team behaviour and interpersonal skills and found that there is no significant difference between male and female MBA students in these traits. Conscientiousness is related more to task-oriented trait one that benefits team outcomes, male MBA students found to be significantly more perceived to task-oriented outcomes than their female counterparts. The male students are imaginative and daydream a lot and place value on emotions than female students. Also, male students have a broad intellectual curiosity and seems to be able to talk knowledgeably about many different things and they are liberal and open to re-examining their own value than female students.

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