



**ORIGINAL RESEARCH PAPER**

**Psychology**

**INFLUENCE OF GENDER, TYPE OF SCHOOL AND TYPE OF MANAGEMENT ON ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS**

**KEY WORDS:** Achievement Motivation, Gender, Type of School, Type of Management and High School Students.

**Dr. K. Viswanath** Faculty Dept. of Education, SPMVV (Women’s University), Tirupati -517 502, AP.

**Dr. S. Azmal Basha** Head, Dept. of Psychology S.V. Arts College (TTD), TIRUPATI - 517 502, A.P.

**Dr. S. Viswanatha Reddy\*** Faculty, Dept. of Psychology, SVU College of sciences, Tirupati -517 502, AP.  
\*Correspondent Author

**ABSTRACT**

The present study aimed to explore the influence of gender, type of school and type of management on achievement motivation. For this study 600 high school students were selected and they were administered the Achievement Motivation Inventory by Shah. Findings suggested that girls secured high scores on achievement motivation than boys; co-education students possess better achievement motivation than non-co-educational students and private school students obtained high score on than government school students.

**INTRODUCTION**

The education system in India has been compromised on many levels. We no longer see the child as priority. We have become very conscious of the need to educate our children but it is hardly academic motivation, which generates this interest but rather an economic motivation. Education is largely seen from the job market’s perspective which has moulded people’s thinking in terms of money that the individual will earn after their studies. This is one of the reasons for parents to transfer the pressure on to the children about pursuing higher education only in selected streams of education. And it is more of a mad race, with instigated competition in getting higher marks and comparing with the peer’s performance in the school.

Every student tries frequently to achieve his goal. Some of them get themselves succeed but some get failure. Every student has certain beliefs for its own success or failure. To understand the causes responsible for his or her own success or failure is peculiarity of its own. Over the few decades, behavioral scientists have noticed that some people have intense desire to achieve something, while others may not seem that concerned about their achievements. This phenomenon has initiated a lot of discussions and debates. Scientists have observed that people with a high level of achievement motivation exhibit certain characteristics. Achievement motivation is the tendency to endeavor for success and to choose goal oriented success or failure activities.

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual’s need and desires both have a strong impact on the direction of their behavior. Motivation is based on our emotions and achievement related goals. There are different forms of motivation including extrinsic-intrinsic, psychological and achievement motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individual will satisfy their needs through different means and are driven to succeed for varying reasons both internal and external. According to Murray (1938) Achievement motivation is the desire to accomplish something difficult, to overcome obstacles and attain a high standard to excel oneself. Adsul and Kamble (2006) pointed out that Achievement motivation refers to the tendency to strive for success or the attainment of desired end.

Universally educational settings are of two types. There are co-educational and non co-educational. Co-education can be considered at different levels i.e., primary, secondary and university level. There is no controversy on co-education at primary level and university level. But at secondary level there are two opinions. Co-education will have harmonious influence upon boys and girls. The second opinion is that there are moral and social disturbances and these leads to maladjustment. It is clear that the educational setup affects on achievement motivation of the

children. Co-educational will soften boys and decrease their progressiveness and masculinity. Girls will lose their attractiveness and femininity and will fail to carry out their wifely duties. Boys and girls should be kept apart from the age of 12. In their youth, especially from 17 to 22, boys and girls should be separated for moral reasons. Co-education will reduce the mutual interest of boys and girls in each other. Co-education has a bad influence on morals and manners.

From the *intellectual point of view* the arguments against the co-education:

Co-education does not promote serious studying among children and lowers the quality of learning. Boys and girls are equal as human beings, but their duties are different. By nature, boys and girls differ from each other in intelligence, emotions, physical strength and interests. Co-education makes boys more feminine and girls more masculine. The aim of education for women is to enhance the level of culture among women so that it will be equal to that of men. Student abilities will not be developed fully under co-education. Co-education will decrease the amount of learning among boys.

From the *physical point of view* the arguments against the co-education:

Separate education is necessary because girls are physically inferior to boys. Co-education will put a burden on the brains of girls. Co-education will result in unnecessary competition between boys and girls and will have an especially undesirable influence on girls. Higher education for girls will lower the birth rate. To treat boys and girls equally is to overlook the sexual differences between boys and girls.

Education in our country has its own peculiar history. The arguments against co-education, however, led to the promotion of education for girls. Educations for girls and women’s colleges were developed as a compromise and also to weaken the argument for co-education. In co-education system, students have an opportunity to interact with the students of opposite sex and to have mutual understanding in an educational setting. Apart from this, they have the chance to know about the creative and artistic ideas, achievements, aspirations and future plans about the opposite sex. But in non co-educational system these opportunities are completely missing. It is expected that these conditions will have some effect on motivation of the adolescents, those who are in the process of their growth and development and pursuing their higher secondary studies. Keeping the above views, the present study is focused to examine the influence of gender, type of management and type of school on achievement motivation of high school students. Over the past few decades; research findings showed that pupil’s gender, type of school and

type of management has got considerable influence over their achievement motivation. {(Dutt and Subramal, 1971; Chauhan, 1982; Jasuja, 1983; Bharti, 1984; Minnalkodo, 1997; De Backer and Nelson, 2000; Elankathirselvan, 2001; Portez and Zady, 2001; Preethi, 2004; SatyaPrakash and Patnaik, 2005; Kazmi, 2005; ChauhanPriti, 2006; Dhruva and Chaitali, 2007; Pandey and Ahmad, 2008; VeenaPrajapati, 2009; Muchal and Subash, 2010; Riffat-Un-Nisa, 2011; Bahago, 2011; Madhu Gupta, 2012; Vishal Sood, 2012 and Ashwin Jansari, 2012)}. It is expected that these conditions will have some effect on psychological well being of the adolescents, those who are in the process of their growth and development and pursuing their higher secondary studies. Keeping these in view, the present study is focused to examine the impact of gender, type of school and type of management on their achievement motivation. Based on the above views the following objectives are formulated for the present study.

**OBJECTIVES**

1. To examine the influence of gender on achievement motivation among secondary school students.
2. To find out the impact of type of school on achievement motivation among secondary school students.
3. To assess the effect of type of management on achievement motivation among secondary school students.

**HYPOTHESES**

- There would be significant influence of gender on achievement motivation among secondary school students.
- There would be significant influence of type of school on achievement motivation among secondary school students.
- There would be significant influence of type of management on achievement motivation among secondary school students.

**TOOL**

Shah's (1986) Achievement Motivation Scale was used in the study. The scale consisted of 40 items and the items are classified into four dimensions. They are Need for Academic Success, Need for Vocational Achievement, Need for Social Achievement and Need for Skill Achievement. High score indicates high achievement motivation and low indicates low achievement motivation.

**SAMPLE**

The samples of the present study comprised of 600 students, studying X class and the schools are located in Tirupati town, Chittoor district of Andhra Pradesh. Of the 600 subjects 300 were boys and 300 were girls (150 boys from co-education and 150 boys from non- co educational schools and 150 girls from co-education and 150 girls from non-co educational schools from government and private schools). The subjects were selected randomly in a class (not more than five subjects) and they were assembled in a room, along with their class teacher. The bio-data and the inventory were distributed and asked to fill the particulars. After completion of the bio-data the subjects were directed how to do the inventory and the time taken to complete the test was approximately 20 minutes. Suitable statistical tests like Mean, SD and ANOVA were applied to analyze the data and the results are presented in following tables.

**RESULTS AND DISCUSSION**

**TABLE-I: Means and SDs of Achievement Motivation Scores.**

Type of School		Gender			
		Boys		Girls	
		Type of management		Type of management	
		Government	Private	Government	Private
Co-Education	Mean	62.06	60.96	61.66	64.08
	SD	10.50	12.36	11.44	14.12
Non-Coeducation	Mean	53.40	62.33	62.42	60.40
	SD	10.52	10.13	11.66	15.60

Boys=59.68      Private = 61.94      Coeducation =62.19  
 Girls=62.14      Government = 59.88      Non Coeducation =59.63

In terms of gender; girl students have obtained high scores (M=62.14) than boys (M= 59.68) on achievement motivation. In terms of type of management, private school students scored higher (M=61.94) than their counterpart of students studying at government schools (M= 59.88) on achievement motivation. Students studying in co educational schools have better in their achievement motivation (M= 62.19) than the studens studying in non coeducational schools. (M= 59.63).

**TABLE-II: Summary of ANOVA for Achievement Motivation Scores.**

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F
Gender (A)	632.43	1	632.43	4.44*
Type of Management (B)	902.83	1	902.83	6.34*
Type of School (C)	977.93	1	977.93	6.87**
AXB	518.94	1	518.94	3.64*
BXC	294.00	1	294.00	2.06@
AXC	179.31	1	179.31	1.26@
AXBXC	1965.66	1	1965.66	13.81**
WSS	84250.75	592	142.32	--
Total	89721.83	599	--	--

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

There are differences in the mean scores of the groups with regard to their achievement motivation. In order to test whether there are any significant differences between the groups; the data were further subjected to three way analysis of variance and the results are presented in Table-II.

The obtained 'F' value of 4.44 is significant at 0.05level, indicating that there is significant influence of gender on achievement motivation. {The obtained mean value for girls students (M= 62.14) are better than boys (M = 59.68).} The 'F' value of 6.34 for type of management is significant at 0.05 level, suggesting that there is significant impact of type of management of students on their achievement motivation. {Students studying at private schools (M= 61.94) have obtained better scores than students of government schools (M= 59.88)}.The 'F' value of 6.87 for type of school is significant at 0.01 levels, showing that there is significant influence of type of school on achievement motivation of students. {Students studying at coeducation (M= 62.19) have obtained better score than non coeducational students (M= 59.63)}. The interactions among the three independent variables {gender (A), type of management (B) and type of school (C)} of students are found to be significant. The first order interaction 'F' values i.e., for (AxB=3.64<0.05, which is significant but BxC=2.06<@ and AxC=1.26<@)are not significant. Then, the second order interaction among gender, type of management and type of school (AxBxC), the obtained 'F' value of 13.81 which is significant at 0.01 level. It clearly indicates that gender, type of management and type of school have significant contribution individually. Based on the obtained results, it is concluded that there is significant influence of gender, type of management and type of school on achievement motivation of students.

**CONCLUSION**

There is significant influence of gender on achievement motivation of co-education and non co-education secondary school students.

- Girls are better than boys on their achievement motivation.
- Private school students are better than the students studying at government schools on their achievement motivation
- Co-education students are possessed good achievement motivation than non co-education secondary school students.

**REFERENCES**

1. Adsul, R. & Kamble, V. (2006) Achievement motivation as a function of Gender, Economic background and Caste differences in college students. Journal of Indian Academy of Applied Psychology. 34, (2), 322.
2. Ashwin Jansari, K. (2012). The Relationship between demographic variables and Achievement Motivation of secondary school students. Journal of Experimental

- Psychology, 11, 5, 16-23.
3. Bahago, H. (2011). The Influence of Achievement Motivation and Demographic Characteristics on Academic Performance of High School Girl Students. *Journal of Social Science*, 6, 14-19.
  4. Bharti, T. (1984). Relation of Achievement Motivation with socioeconomic Status of Higher Secondary School Students. *Journal of Community and Guidance Research*, 21(1), 54-61.
  5. Chauhan, W. (1982). The Academic Motivation on the basis of Intelligence and Socioeconomic Status among High School Students. *Psychological Abstracts*, 42, (7-8), 40.
  6. Chauhan Priti, B. (2006). The Achievement Motivation with reference to Gender and Level of Education of High School Students. *Journal of Educational Experiments*, 12, 8, 133-136.
  7. DhruvaChaitali, M. (2007). Influence of Demographic Variables on Achievement Motivation of High School Students. *International Journal of Educational Research and Experiments*, 5, 3, 124-129.
  8. Dutt, G. & Subramal, K. (1971). A Comparative Study of Achievement Motivation associated with Selected Variables among Secondary School Students. In *Survey of Research in Education* by M.B. Buch, Baroda, 1430.
  9. Elankathirselvan, N. (2001). Achievement Motivation of Higher Secondary Students and their Achievement in Physics. *Indian Educational Abstracts*, 6(2), 45-46.
  10. Jasuja, S. D. (1983). The Academic Achievement Motivation in relation to Sex Differences among School Going Adolescents. *International Journal of Experiments in Education*, 24, 8, 26-30.
  11. Kazmi, S. M. (2005). The Influences of Gender, Locality and Type of Management on Achievement Motivation among High School Students *International Journal of Academic Research*, 3(2), 75-79.
  12. Madhu Gupta, G. D. (2012). Effect of Achievement Motivation in relation to Demographic Variables of Adolescent Students. *Personality and Individual Differences*, 42, 441-451.
  13. Maya, C. (200). Factor affecting the Achievement Motivation of high school students in Maine. *Running Head: Achievement motivation*. University of Southern Maine, 7.
  14. Minnalkodi, B. (1997). Gender Differences on Achievement Motivation Secondary School Students. *Indian Educational Abstracts*, 5, 87-94.
  15. Muchal, M.K. & Subash, K. (2010). Educational Motivation of Secondary level Students in Relation to their Locality and Gender. *Journal of Educational Excellence*, 13, 127-135.
  16. Murray, H. A. (1938). Techniques of a Systematic Investigation of Fantasy. *Journal of Psychology*, 3, 117-203.
  17. Panday, K. & Faiz Ahmad, M. (2008). Effect of Gender Difference of Adolescents on Academic Motivation, Intelligence and Socio-Economic Status of Secondary School Students. *Journal of Community Guidance and Research*, 25(1), 34-39.
  18. Portez, P.R. & Zady, M. F. (2001). Effect of Demographic and Psychological factors on Achievement Motivation among Secondary School Students. Paper Presented at the Annual meeting of the American Educational Research Association, Seattle, U.S.
  19. Preethi, S. (2004). Achievement Motivation of the Residents of urban and rural areas secondary school pupils. Unpublished Masters Dissertation, submitted to Calicut University, Calicut.
  20. Riffat-Un-Nisa, G. (2011). Achievement and Achievement Motivation and its Relationship with Gender and Type of Management among Secondary Schools Students. *International Education Studies*, 4, 3, 72-79.
  21. Satya Prakash, C.V. & Patnaik, S.P. (2005). Effect of Cooperative Learning on Achievement Motivation and Achievement in Biology. *Journal of Educational Research*, 15 (4), 76-83.
  22. Veena Prajapati, R. (2009). Gender Influence on Achievement Motivation of High School Students. *Social Indicators Research*, 77, 1-16.
  23. Vishal Sood, S. (2012). Achievement Motivation and Mental Health in relation to some Socio-Demographic Variables of High School Students. *Journal of Community Guidance and Research*, 29(1), 11-126.