Analysis of achievement motivation of male and female emerging adults in relation to socio-economic status

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Abstract: The study was conducted to assess the achievement motivation of male and female emerging adults in relation to socioeconomic status. The random sample consisted of 110 UAS group and 110 non-UAS group of urban and rural area was selected from Dharwad district of Karnataka state. The results revealed that there was significant association between achievement motivation of male and female emerging adults. There was no significant association between achievement motivation and socioeconomic status of UAS and non-UAS group of emerging adults.

Keywords: Achievement, Female, Male, Socio-economic status

Introduction

The developmental stage of emerging adulthood has been steadily gaining research attention as interest in early adulthood has shown that this stage of development is unique to stages such as childhood. Emerging adulthood is relatively new area of development in comparison to the study of childhood and even adolescence as a separate life stage. Achievement Motivation refers to a pattern of action and feelings connected to striving to achieve some internalized standard of excellence in performance. It is a subjective state of readiness to act in a given direction with a given level of intensity resulting in the achievement of certain effects, objects, improved individual statues, excellence of performance in any field of activity. It is the expectancy of finding satisfaction in mastering challenging and different performance. In education we sometime call it the "pursuit of excellence. Achievement motivation is a strong urge felt by an individual or society for achievement in various aspects like education, culture, money, *etc.* that satisfy the need of self-esteem. The achievement motive is the deciding factors in attaining success in different fields. An achieving society is characterized by the history of a strong and persistent achievement motivation. Achievement motivation is characterized by desire to attain a high standard of excellence and to accomplish the unique objective. The achievement motive move or drives an individual to strive to gain mastery of difficult and challenging situation or performances in the pursuit of excellence. It comes into the picture when an individual knows that his performance will be evaluated, that the consequence of his actions will lead either to success or failure and that good performance will produce a feeling of pride in accomplishment. The achievement motive may thus be considered to be a disposition to approach success or the capacity to take pride in accomplishment when success is achieved in an activity. As for the original and development of the achievement motivation, it can be safely said that it is conditioned by one's early training, experiences and subsequent learning. In general, children usually acquire the achievement motivation from their parent's lifestyle.

Material and methods

The present study was conducted during 2015-2016. On a random sample of 220 students selected from Dharwad taluk of which 110 (53 males and 57 females) where chosen from university of agricultural sciences Dharwad which was labeled as UAS group. A sample of 110 (52 males and 58 females) was selected randomly two village of Dharwad taluk. The age of the emerging adults ranged from 18-30 years.

The level of achievement motivation of emerging adults were assessed by achievement motivation scale developed by Beena S. (1986) was used to assess the level of achievement motivation of emerging adults. The scale consists of 40 incomplete statements each statement has 3 alternatives. The respondents were asked to complete the statement by selecting the one of most preferred alternative answers. The responses were assigned the scores of 1, 2 and 3 to a, b and c answers respectively. Thus, the total score ranged between 40 and 120.

Socio-economic status was assessed by using socio-economic status scale developed by Aggrawal *et al.* (2005). The scale consists of 22 parameters.

Results and discussion

The results of Table 1 showed that in UAS group, 48.18 per cent were males and 51.81 per cent were females. In Non UAS group, 47.27 per cent were males and 52.72 per cent were females. Majority of UAS emerging adults (67.2 %) and Non UAS emerging adults (70.90 %) were in the age group of 18-30 years. With regard to parent's education, about 30 per cent of parents of UAS emerging adults and about 60 per cent of Non UAS parents of emerging adults were graduate while about 44 per cent and 35 per cent parents respectively were PUC passed. It was noticed that majority of the parents of both groups 46.36 per cent and 48.18 per cent were self employed. Majority of emerging adults of UAS and Non UAS groups (93.63 % and 80 %) were from nuclear family. About 72 per cent of UAS emerging adults were from high socio-economic status group, while nearly 52 per cent of emerging adults of Non UAS group were from middle socio-economic status.

Table 1. Demographic characteristic of emerging adults on achievement motivation and adjustment   N=220

Characteristics	Category	UAS group (n=110)		Non UAS group (n=110)	
		N	%	N	%
Gender	Male	53	48.18	52	47.27
	Female	57	51.81	58	52.72
Age	18-21	74	67.27	78	70.90
	22-25	23	20.90	20	18.18
	26-30	13	11.81	12	10.90
Parents education	Post graduate	19	8.63	8	3.63
	Graduate	64	29.09	35	15.90
	PUC	96	43.63	77	35.0
	High school	21	9.54	57	25.90
	Primary/literate	15	6.81	36	16.36
	Illiterate	5	2.27	7	3.18
Parent occupation	Service in central/state/public	48	21.81	26	11.81
	Service in private /shop /home / transport /own cultivation	70	31.81	88	40.0
	Self employed	102	46.36	106	48.18
Family type	Nuclear	103	93.63	88	80.0
	Joint	7	6.36	22	20.0
Socio-economic status	High	79	71.81	41	37.27
	Middle	27	24.54	57	51.81
	Low	4	3.63	12	10.90

The percentage distribution of emerging adults on achievement motivation (Table 2). It was found that 60 per cent of UAS group and 55.45 per cent of non-UAS group exhibited moderate level of academic achievement motivation followed by high (UAS group, 36.36% and non-UAS group, 35.45%) level and low level (UAS group, 3.63 % and non-UAS 9.09%) of academic achievement motivation. With respect to vocational achievement motivation, it was found that 52.72 per cent had high vocational achievement motivation followed by 42.72 per cent with moderate level and 4.54 per cent in low level of vocational achievement motivation. In case of Non UAS group area, 44.54 per cent were in moderate level, 42.72 per cent in high and 12.72 per cent were in low level of vocational achievement motivation. It was observed that 65.45 per cent of UAS group and 54.54 per cent of non-UAS group emerging adults had moderate level of social achievement motivation, followed by high level (UAS group 30.90% and non-UAS group

31.81%) and low level (UAS group 3.63% and non-UAS group11.81%) of social achievement motivation. With respect to skill achievement motivation, it was found that majority had moderate level (UAS group 66.36% and non-UAS group 61.81%) followed by high level (UAS group 26.36 % and non-UAS group 20.0%) and low level (UAS group 7.27% and non-UAS group 18.18%). Table showed that majority of emerging adults exhibited moderate level (UAS group 85.45% and non-UAS group 76.36%) followed by high (UAS group12.72% and non-UAS group 10.90 %) and low levels (UAS group1.81 % and non-UAS group 12.72%) of overall achievement motivation.

The chi-square analysis showed significant association between gender and levels of academic achievement motivation, vocational achievement motivation and skill achievement motivation of UAS group. It was also observed that females were significantly better as compared to males on these

Table 2. Percentage distribution of emerging adults by levels of achievement motivation   N=220

Achievement motivation	Levels	UAS group (n=110)		Non UAS group (n=110)	
		N	%	N	%
Academic	High	40	36.36	39	35.45
	Moderate	66	60.0	61	55.45
	Low	4	3.63	10	9.09
Vocational	High	58	52.72	47	42.72
	Moderate	47	42.72	49	44.54
	Low	5	4.54	14	12.72
Social	High	34	30.90	35	31.81
	Moderate	72	65.45	60	54.54
	Low	4	3.63	13	11.81
Skill	High	29	26.36	22	20.0
	Moderate	73	66.36	68	61.81
	Low	8	7.27	20	18.18
Achievement motivation	High	14	12.72	12	10.90
	Moderate	94	85.45	84	76.36
	Low	2	1.81	14	12.72

Table 3. Association between gender and component wise achievement motivation of UAS group and non-UAS group emerging adult

(N=220)

Group	Component	Gender	Low	Moderate	High	Total	Modified χ^2	Mean (SD)	t-value
UAS group (n=110)	Academic	Male	4(7.54)	41(77.35)	8(15.09)	53(100.0)	22.16**	20.79(3.11)	4.68**
		Female	-	25(43.85)	32(56.14)	57(100.0)		23.33(2.56)	
		Total	4(3.63)	66(60.0)	40(36.36)	110(100.0)			
	Vocational	Male	5(9.43)	26(49.05)	22(41.05)	53(100.0)	8.77*	21.92(2.56)	3.23**
		Female	-	21(36.84)	36(63.15)	57(100.0)		23.94(3.58)	
		Total	5(4.54)	47(42.72)	58(52.72)	110(100.0)			
	Social	Male	3(5.66)	36(67.92)	14(26.41)	53(100.0)	1.91NS	21.56(3.76)	1.10NS
		Female	1(1.75)	36(63.15)	20(35.08)	57(100.0)		22.28(3.02)	
		Total	4(3.63)	72(65.45)	34(30.90)	110(100.0)			
	Skill	Male	7(13.20)	37(69.81)	9(17.0)	53(100.0)	8.55*	20.50(3.02)	3.06**
		Female	1(1.75)	36(63.15)	20(35.08)	57(100.0)		22.24(2.90)	
		Total	8(7.27)	73(66.36)	29(26.36)	110(100.0)			
Non-UAS group(n=110)	Academic	Male	4(7.69)	38(73.07)	10(19.23)	52(100.0)	13.05**	20.84(3.21)	2.62*
		Female	6(10.34)	23(39.65)	29(50.0)	58(100.0)		22.63(3.86)	
		Total	10(9.09)	61(55.45)	39(35.45)	110(100.0)			
	Vocational	Male	9(17.30)	28(53.84)	15(28.84)	52(100.0)	7.98*	21.11(3.67)	3.09**
		Female	5(8.62)	21(36.20)	32(55.17)	58(100.0)		23.37(3.97)	
		Total	14(12.72)	49(44.54)	47(42.72)	110(100.0)			
	Social	Male	7(13.46)	33(63.46)	12(23.07)	52(100.0)	3.47NS	21.17(5.37)	0.88NS
		Female	6(10.34)	29(50.0)	23(39.65)	58(100.0)		21.94(3.69)	
		Total	13(11.81)	62(56.46)	35(31.81)	110(100.0)			
	Skill	Male	15(28.84)	32(61.53)	5(9.61)	52(100.0)	11.48NS	19.03(3.74)	3.81**
		Female	5(8.62)	36(62.06)	17(29.3)	58(100.0)		21.58(3.26)	
		Total	20(18.28)	68(61.81)	22(20.0)	110(100.0)			

Figure in parenthesis indicates percentage NS=non significant, * 0.05 level significant, ** 0.001 level significant

Table 4. Association between gender and achievement motivation of UAS group and non-UAS group emerging adults (N=220)

Group	Gender	Low	Moderate	High	Total	Modified χ^2	Mean (SD)	t-test
UAS group (n=110)	Male	2(3.77)	46(86.79)	5(9.43)	53(100.0)	3.04NS	84.79(10.68)	3.80**
	Female	-	48(84.21)	9(15.78)	57(100.0)		91.80(8.60)	
	Total	2(1.81)	94(85.45)	14(12.72)	110(100.0)			
Non UAS group(n=110)	Male	8(15.38)	42(80.76)	2(3.84)	52(100.0)	5.03NS	80.92(10.94)	3.75**
	Female	6(10.34)	42(72.41)	10(17.24)	58(100.0)		89.55(12.90)	
	Total	14(12.72)	84(76.36)	12(10.90)	110(100.0)			

Figure in parenthesis indicates percentage NS=non significant, * 0.05 level significant, ** 0.001 level significant

components of achievement motivation. Similar trend was also observed in non-UAS significant association of gender with academic achievement motivation and vocational achievement motivation was observed. Females had significantly higher level of academic and vocational achievement motivation as compared to males (Table 3). This might be due to the fact that motivation provides an important foundation to complete cognitive behavior such as planning and organizing, decision making, learning and assessments. Generally females are good in planning and organizing things and therefore the present results might have showed that females had higher level of achievement motivation than males. The results is supported by Hotaman and ªahin (2010) and Kumari and Chamundeswari (2015) who reported that girls were significantly better than boys on academic achievement motivation. Tella (2007) who reported that significantly difference between academic achievement motivation of male and female.

The observation of Table 4 revealed that there was no significant association between gender and overall achievement motivation in both the groups. However, the t-scores of 3.80 and 3.75 showed that significant gender difference between

two groups. Females had significantly higher level achievement motivation in comparison with males. The results are in line with Shekhar and Devi (2012) who reported that girls were better than boys on achievement motivation.

It is noted from Table 5 that there was significant association of socioeconomic status with academic achievement motivation and social achievement motivation of non -UAS group ('t' value 11.73 and 11.32, respectively). Majority of emerging adults from high and middle socio-economic status had moderate and high levels of academic achievement motivation and skill achievement motivation. However, there was no significant difference between socio-economic status and other components. It was also observed from Table 6 that there was no significant association between socio-economic status and overall achievement motivation. The development of achievement motivation among emerging adults is independent of their socioeconomic status. When analyzing family socio-economic status the household income parent's education and occupation as well as combined income are considered. Education in higher socio-economic status families is typically stressed as much more important both within household as well as in the local community. The result is

Table 5. Association between socio-economic status and component wise achievement motivation of UAS group and non-UAS group emerging adults

(N=220)

Group	Component	Socio-economic status	low	Moderate	High	Total	Modified χ^2
UAS group (n=110)	Academic	High	-	6(54.54)	5(45.45)	11(100.0)	1.13[NS]
		Middle	3(3.61)	50(60.24)	30(36.14)	83(100.0)	
		Low	1(6.25)	10(62.50)	5(31.25)	16(100.0)	
		Total	4(3.63)	66(60.0)	40(36.36)	110(100.0)	
	Vocational	High	1(9.09)	5(45.45)	5(45.45)	11(100.0)	2.58[NS]
		Middle	4(4.81)	33(39.75)	46(55.42)	83(100.0)	
		Low	-	9(56.25)	7(43.75)	16(100.0)	
		Total	5(4.54)	47(42.72)	58(52.72)	110(100.0)	
	Social	High	1(9.09)	8(72.72)	2(18.18)	11(100.0)	2.86[NS]
		Middle	3(3.61)	52(62.65)	28(33.73)	83(100.0)	
		Low	-	12(75.0)	4(25.0)	16(100.0)	
		Total	4(3.63)	72(65.45)	34(30.90)	110(100.0)	
	Skill	High	-	10(90.90)	1(9.09)	11(100.0)	4.62[NS]
		Middle	6(7.22)	52(62.65)	25(30.12)	83(100.0)	
		Low	2(12.50)	11(68.75)	3(18.75)	16(100.0)	
		Total	8(7.27)	73(66.36)	29(26.36)	110(100.0)	
Non-UAS group (n=110)	Academic	High	7(14.58)	30(62.50)	11(22.91)	48(100.0)	11.73*
		Middle	3(5.72)	23(44.23)	26(50.0)	52(100.0)	
		Low	-	8(80.0)	2(20.0)	10(1000)	
		Total	10(9.09)	61(55.45)	39(35.45)	110(100.0)	
	Vocational	High	9(18.75)	22(45.83)	17(35.41)	48(100.0)	3.60[NS]
		Middle	4(7.69)	23(44.23)	25(48.07)	52(100.0)	
		Low	1(10.0)	4(40.0)	5(50.0)	10(1000)	
		Total	14(12.72)	49(44.54)	47(42.72)	110(100.0)	
	Social	High	11(22.91)	25(52.08)	12(25.0)	48(100.0)	11.32*
		Middle	2(3.84)	32(61.53)	18(34.61)	52(100.0)	
		Low	-	5(50.0)	5(50.0)	10(1000)	
		Total	13(11.81)	62(56.36)	35(31.81)	110(100.0)	
	Skill	High	12(25.0)	28(58.33)	8(16.66)	48(100.0)	3.22[NS]
		Middle	6(11.53)	34(65.38)	12(23.07)	52(100.0)	
		Low	2(20.0)	6(60.0)	2(20.0)	10(1000)	
		Total	20(18.18)	68(61.81)	22(20.0)	110(100.0)	

Figure in parenthesis indicates percentage NS=non significant, * 0.05 level significant, ** 0.001 level significant

Table 6. Association between socio-economic status and achievement motivation of UAS group and non-UAS group emerging adults

(N=220)

Group	Socio-economic status	Achievement motivation				Modified χ^2
		Low	Moderate	High	Total	
UAS group (n=110)	High	-	10(90.90)	1(9.09)	11(100.0)	1.70[NS]
	Middle	2(2.40)	69(83.13)	12(14.45)	83(100.0)	
	Low	-	15(93.75)	1(6.25)	16(100.0)	
	Total	2(1.81)	94(85.45)	14(12.72)	110(100.0)	
Non-UAS group (n=110)	High	9(18.75)	35(72.91)	4(8.33)	48(100.0)	6.19[NS]
	Middle	5(9.61)	39(75.0)	8(15.38)	52(100.0)	
	Low	-	10(100.0)	-	10(100.0)	
	Total	14(12.72)	84(76.36)	12(10.90)	110.(100.0)	

Figures in parenthesis indicate percentage NS=non significant, * 0.05 level significant, ** 0.001 level significant

supported by the studies Chandrakala and shirlin (2015) who reported non significant association between socio-economic status and achievement motivation. Sangeeta and Chirag (2012) who reported that the college students of low socio economic status had low academic achievement motivation.

Conclusion

There was significant difference between males and females on academic achievement motivation, vocational achievement motivation and skill achievement motivation. Female were better than males on these components. There was also significant association of gender with these components. There was significant association of socio-economic with academic and vocational achievement motivation of non-UAS group. However there was no significant association in socio-economic status and overall achievement motivation of both the groups. The present study was limited to emerging adults groups hence can be extended to other age groups.

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