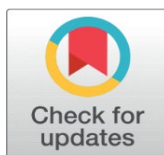


# ACHIEVEMENT MOTIVATION IN RELATION TO FAMILY ENVIRONMENT AND GENDER

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## DOI

[10.29121/shodhkosh.v3.i2.2022.5273](https://doi.org/10.29121/shodhkosh.v3.i2.2022.5273)

**Funding:** This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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## ABSTRACT

This study examines the relationship between achievement motivation, family environment, and gender among Class XI students. A total of 200 students from five schools in Hoshiarpur District were selected through multistage random sampling at both the school and section levels. The research employed the product moment correlation method and the t-test for statistical analysis. Results indicated a significant positive correlation between achievement motivation and various dimensions of the family environment, including Competitive Framework (Cf), Cohesion (Co), Expressiveness (Ex), Independence (In), Moral Orientation (Mo), Organization (Or), and Recreational Orientation (Ro). However, no significant gender-based differences in achievement motivation were observed. These findings underscore the importance of the family environment in fostering achievement motivation, while also suggesting that gender may not be a significant determinant in this context.

**Keywords:** Achievement Motivation, Family Environment, Gender Differences

## 1. INTRODUCTION

In contemporary society, the aspiration to succeed and surpass others often fuels individuals' drive to achieve. This drive—termed achievement motivation—is a critical psychological factor influencing personal growth and satisfaction. Individuals with high achievement motivation tend to be goal-oriented, proactive, and resilient. They embrace challenges and rely on personal effort over external factors, enhancing self-esteem and performance. Atkinson and Feather (1966) conceptualized achievement motivation as an unconscious process driven by an internalized need for success. In educational contexts, students exhibit varying levels of this motivation: some are intrinsically motivated and eager to tackle complex tasks, while others may evaluate tasks' worthiness before investing effort, often avoiding those perceived as too difficult due to fear of failure. Achievement motivation is shaped by both intrinsic factors (e.g., self-concept, personal goals) and extrinsic influences (e.g., family, school, peer environment). It may manifest as intrinsic motivation, where actions are driven by personal satisfaction, or extrinsic motivation, which relies on rewards or avoidance of negative outcomes.

While extensive research has explored factors affecting achievement motivation—including parental education, socioeconomic status, school environment, and teacher support—this study specifically investigates the role of family environment and gender in adolescent achievement motivation, particularly within the context of growing academic pressures and evolving family dynamics.

## 2. ACHIEVEMENT MOTIVATION AND FAMILY ENVIRONMENT

Family dynamics play a foundational role in shaping an adolescent's achievement motivation. Numerous studies suggest that emotionally supportive, structured, and communicative family environments significantly contribute to students' academic motivation. Halawah (2006) highlighted the interrelationship between family structure, motivational levels, and academic achievement. Seth and Bhargava (2011) emphasized the role of emotional warmth, autonomy, and moral values in cultivating internal motivation. The Expectancy-Value Theory (Eccles & Wigfield, 2002) further supports that family expectations and emotional backing influence students' self-perception and valuation of academic goals. Empirical studies, such as Chohan and Khan (2010), reported that parental involvement—through supervision, communication, and participation in school activities—enhances students' motivational levels. Sharma and Kaur (2015) identified family dimensions like cohesion, expressiveness, and organization as strong predictors of motivational orientation. More recent research by Chen et al. (2020) and Martins & Silveira (2022) affirms the critical role of parental autonomy support and emotional engagement, especially in urban, dual-income households. However, research in India often focuses on generalized parenting styles, leaving a gap in understanding the nuanced effects of family substructures or regional cultural dynamics.

## 3. GENDER DIFFERENCES IN ACHIEVEMENT MOTIVATION

Findings on gender-based differences in achievement motivation remain inconclusive. Several studies (Kaushik & Rani, 2005; Pandey & Ahmad, 2007) found no significant gender differences, suggesting that motivation is shaped more by familial and educational support than by gender. Contrarily, other researchers (Adsul & Kamble, 2008; Nagarathanamma & Rao, 2007) observed higher motivation levels among males, particularly in patriarchal and rural contexts, attributing this to societal reinforcement of male achievement norms. Meece et al. (2006) offered a nuanced view, suggesting performance-oriented motivation among boys and mastery-oriented motivation among girls. Tella (2007) also noted that gender-specific socialization influences motivational orientations. Singh and Devi (2013) found that while girls may be highly motivated internally, sociocultural barriers often suppress their outward academic performance. Patel and Brown (2022) found that socioeconomic factors amplify gender differences, especially among rural girls who lack visible role models for academic success.

### 3.1. OBJECTIVES OF THE STUDY

- To examine the relationship between achievement motivation and family environment.
- To determine whether significant gender-based differences exist in achievement motivation.

### 3.2. HYPOTHESES

- 1) There is a significant correlation between achievement motivation and family environment.
  - There is a significant correlation between achievement motivation and the Competitive Framework (Cf) dimension of family environment.
  - There is a significant correlation between achievement motivation and the Cohesion (Co) dimension of family environment.
  - There is a significant correlation between achievement motivation and the Expressiveness (Ex) dimension of family environment.
  - There is a significant correlation between achievement motivation and the Independence (In) dimension of family environment.

- There is a significant correlation between achievement motivation and the Moral Orientation (Mo) dimension of family environment.
- There is a significant correlation between achievement motivation and the Organization (Or) dimension of family environment.
- There is a significant correlation between achievement motivation and the Recreational Orientation (Ro) dimension of family environment.

2) There is a significant difference in achievement motivation between boys and girls.

## 4. METHODOLOGY

### Research Design:

The study followed a descriptive survey method. Independent variables were family environment and gender, while achievement motivation served as the dependent variable.

### Sample:

A multistage random sample of 200 Class XI students from five secondary schools in Hoshiarpur District was drawn.

### Tools Used:

- Deo-Mohan Achievement Motivation Scale
- Family Environment Scale by Sanjay Vohra

### Statistical Techniques:

- Pearson's product moment correlation for hypothesis 1
- Independent samples t-test for hypothesis 2

## 5. RESULTS AND DISCUSSION

Objective 1: To examine the relationship between achievement motivation and family environment.

Family Environment Dimension	Correlation Coefficient (r)
Competitive Framework (Cf)	0.385
Cohesion (Co)	0.266
Expressiveness (Ex)	0.190
Independence (In)	0.199
Moral Orientation (Mo)	0.233
Organization (Or)	0.270
Recreational Orientation (Ro)	0.230

The critical value of  $r$  at the 0.01 significance level is 0.181 ( $df = 198$ ). Since all calculated  $r$ -values exceed this threshold, all dimensions of the family environment exhibit a significant positive relationship with achievement motivation.

**Objective 2:** To determine whether significant gender-based differences exist in achievement motivation.

The calculated  $t$ -ratio was 0.020, which is significantly lower than the critical value of 1.97 (at the 0.05 significance level with 198  $df$ ). Therefore, the hypothesis suggesting a significant gender difference in achievement motivation is rejected.

## 6. CONCLUSIONS

- A statistically significant positive relationship exists between family environment and achievement motivation.
- All seven dimensions of the family environment show significant correlation with achievement motivation.

- No significant gender difference in achievement motivation was observed, aligning with contemporary findings.

## 7. SIGNIFICANCE OF THE STUDY

This study emphasizes the crucial role of the family environment in shaping students' achievement motivation. A supportive, organized, and expressive family setting appears to promote students' intrinsic motivation and resilience. The absence of gender-based differences suggests that both boys and girls respond similarly to motivational influences, reinforcing the need for equal academic opportunities and support across genders. This finding has strong implications for educators, policymakers, and parents seeking to foster holistic student development.

## CONFLICT OF INTERESTS

None.

## ACKNOWLEDGMENTS

None.

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