



## Comparative Study of Achievement Motivation among the Students of Medical, Engineering and Physical Education Profession

Sangeetha, K.

Guest Lecturer, Department of Physical Education, Providence Women's College, Calicut, Kerala, India.

Received 3rd July 2015, Accepted 1st October 2015

### Abstract

*The purpose of the study was to analyse the psychological variable, achievement motivation among the students of medical, engineering and physical education professionals. 150 male students aged between 19-25 were randomly selected from various professional colleges in Kerala. Deo-Mohan Achievement Motivation scale was used to collect the data. One way analysis of variance was used. The obtained F ratio was more than F value; Scheffe's post hoc test was used at 0.05 level of confidence. The result shows that there was a significant difference in achievement motivation in physical education, medical and engineering college students.*

**Keywords:** Achievement Motivation, Medical, Engineering, Physical Education.

© Copy Right, IJRRAS, 2015. All Rights Reserved.

### Introduction

Education is more than mere learning or amazing knowledge. If it is taken for granted that education connotes modifications of behavior drawing out the best in man. Behavior is the basic element in the process of entire educational endeavor. Education is life long process which cannot be confined only to four walls of school or college. Experience is the key note of education. Unfortunately man in the street, education means only the classroom teaching or writing arithmetic. For layman stuffing one's brain with bits of knowledge is the highest aim of education. In the light of this, the learner exerts mentally rather than physically, idealistically education aims at the total and wholesome or harmonious development of the personality of the child. It should afford opportunity to the individual to develop physically, mentally, intellectually, morally and socially. Psychological imbalances are learned and acquired dispositions. They are not innate and inherited in an individual. People are not born with psychological problems. Most of our problems are shaped during formative years. The factors that determine our psychological problems are 1) environment 2) experience 3) education.

Environment no doubt, has profound effect on psychological imbalance. The environment includes home influence, school, work, media, cultural background, religious background, tradition and belief, social environment and political environment. Once the child starts going to school, the social environment plays

a dominant role in formation of psychological variables. In school, the factors like teachers and their behavior, the teaching methods, curriculum general tone, group interactions and discipline of the institution all contribute towards psychological factors. The impact of science and technology, and media affected the mind of youths. Human beings perhaps are the only living creatures who are moving away from nature. In the world of automatization where other living creatures are moving towards the jungle, the human beings are moving into the jungle of technology.

### Sports Psychology and personnel assessment

Sports psychology within a short span of time has taken giant strides in the field of competitive sports. Training of an athlete is incomplete without psychological training of the competition. The most area of study in sports psychology is in the personnel assessment. It puzzles the coaches that the athletes with similar physical ability perform very differently in competition and they are forced to think that it is the psychological factors that stand responsible for it. Research in the area of achievement motive is gathering momentum in almost all walks of life, where excellence is the goal preferred. Intelligence and achievement motive are both necessary for learning and for behavioral changes. In the field of educational psychology, an integrated study of these variables may be of great utility. Different cultures have self-different norms or standards of living, and studies about parental up and concern of child growth.

Achievement Goal theory (Nicholls, 1984) has received considerable attention in the sport and physical activity domain. This theory states that the primary motive of the individual is to develop and to demonstrate

### Correspondence

Sangeetha, K.

E-mail: sangeethadastherath@gmail.com, Ph. +9198466 78233

competence in achievement setting and that there are dispositional tendencies to construe competence and success in two different manners. Task orientation is concerned with mastery, self-learning and personnel improvement. Individual with a higher task orientation would on average tend to define success and employ perceptions of ability that are self-referenced. Ego orientation on the other hand is characterized by success and perception of ability that are norm referenced. Individual with a higher ego orientation would tend to define success when they have a better performance than others in the normative comparison process, preferably with less effort. These goal orientations play an important role in one's motivational patterns in the sport and physical activity domains. Previous studies have demonstrated that higher task orientation is associated with adaptive achievement behaviors such as exerting higher effort, choosing more challenging task and showing great persistence and with the belief that the sport success result from higher effort and co-operation. Sports person like behaviors and intrinsic motivation. Higher ego orientation on the other hand has correspondent to less motivational less adaptive achievement behaviors and cognitions compared to higher task orientation.

Psychological fitness includes the emotional stability necessary to meet everyday problems, characteristics of one's environment and sufficient psychological reserves to handle and emotional trauma. The importance of using psychological approaches in attempting to understanding physical performance have been stated by world psychologist. The use of such psychological models has consistently suppressed the physiological and biochemical approaches in terms of predicting the performance of sportsman.

### **Achievement Motivation Theory**

In the area of achievement motivation the work on goal theory has differentiated three types of goals: mastery goals(also called learning goals)which focus on gaining competence or mastery a new set of knowledge and skills ;performing goals(also called ego involvement goals)which focus on achieving normative based standards, doing better than others, or doing well without a lot of effort and social goal which focus on relationship among peoples, in the content of school learning ,which involve operating in a relatively structured environment, students with mastery goals or perform with either performance or social goals. However in life success, it seems critical that individual have all three types of goals in order to be very successful.

One aspect of this theory is that individuals are motivated to either avoid failure or achieve success more often associated with mastery goals. In the former situation the individual is more likely to select easy or difficult tasks, thereby either achieving success or having good excuse for why failure occurred. In the later situation the individual is more likely to select moderately difficult task which will provide an interest

in challenge but still keep the high explanation for the success.

The achievement motivation is one of the foremost social motive to be studied in detailed(McClelland,1961) Achievement motivation is predisposition to strive for excellence. People in whom need to achieve is strong seek to be accomplished and to improve their task performance, to overcome obstacles and attain a high standard, competition through striving of excel ones previous performance as well as revaling and surpassing others and like. High achievers are task oriented and prefer to work on task that are challenging and on which their performance is recognized.

Many factors as well as environmental and personal affects achievement motivation. An achievement oriented peoples likes to take moderate degree of risk precisely because of his efforts, skills and determination stands reasonable changes to influence on the outcome. The high achievers desire immediate feedbacks to how they are progressing towards a goal. High achievers prefer activities whose feedback is prompt, precise and unmistakable. High achievers find task intrinsically satisfying in itself. The achievers get totally preoccupied by the task they take in hand until they complete it successfully. They make maximum effort. They are realistic about their abilities and do not allow other person get in way of their accomplishments. Whenever they complete a task, their level of aspiration rise in realistic way and therefore, they move to do more challenging and difficult task. Their zeal and motivation outstrips all others (Breaugh and Dipoye,1994). Achievement motive might be conceived as capacity for pride in accomplishment when success at one another activity is achieved.

### **Achievement Motivation in relate to sports person**

Sports offer an obvious arena in which to explore the relationship between achievements related motive and achievement behaviors. One might expect in achievement motive in both involvement in a sports and success in sports. However, research effort has been few and results generally have been in conclusive. Research on achievement –related motives in sports is hardly convincing, and much of the blame can be lead to problems of methodology. Much of the sports research has conceptualized the need to achieve as it were aunidimensOnal personality traits. This simplistic view disregets the fact of most theories of motivation. Need to achieve and fear of failure are motive s which must be situational aroused before they become motivation capable of inducing behavior. Individual with a high need to achieve(a motive)have a general tendency to do well I challenging situation, yet the decision to pursue the excellence in any particular situation depends on situational factors and the individual general assessment of them. For example individuals who decide to pursue and achievement goal, such as trying out for the tennis team, do so because some elements in the situation arouse a talent motive to achieve, changing it in to a

motivation. Clearly, research in sports will not advance until the complexities of motivation are abundant.

### Statement of the problem

The purpose of the study is to compare the achievement motivation of the students of medical, engineering and physical educational professionals.

### Delimitations

1. The study was delimited to various college male students, ranging from 19-25 years of age.
2. It was further delimited to the students of Maniyoore engineering college Vatakara, Kannur medical college Anjarakkandy, Dept. of physical education and sports, Calicut University.
3. The study was restricted to 150 male students.

### Limitations

1. Questionnaire as its limitations as such any biases that might have crept into subject response on this account were considered as the limitation of the study.
2. The family background, socio economic and socio cultural aspect of the student were different and considered as another limitation of the study.

### Results

**Table I.** Analysis of variance for Achievement motivation among various college students

Source of variance	Sum of squares	D f	Mean square	F-ratio
Between groups	6396.99	2	3198.47	20.67*
Within groups	8820.05	147	154.74	

\*Significance at the level of 0.05

The obtained F ratio 20.67 is greater than the required value of 3.06 to be significant at 05 level. This proved that there was significant difference existed between the groups. As the F-ratio was found significant,

3. The response of the subjects to the questionnaires might not be honest in all the case and this was recognized as limitation.

### Hypothesis

There will be a difference in achievement motivation among the students of Medical, Engineering and Physical educational professionals.

### Methodology

This chapter describes the methodology and procedure adopted for the selection of the subjects, procedure for administering the test item, methods of scoring and statistical techniques employed for the analyzing data. For the purpose of the study, 50 male college students each from Medical College, Engineering College, and physical education college students of different parts of the Kerala state were selected as samples. The age of the subjects were between 19-25 years and were randomly selected. For the purpose of the study Deo-Mohan achievement motivation scale was used. From the analysis of data following results were drawn. For analysis of data mean and standard deviation were calculated and one way analysis of variance (F-ratio) was computed for the purpose of comparison of stress, self-concept and achievement motivation among professional college student.

post ANOVA test scheffe was applied to test the significance between pair means which is shown in the table II.

**Table II.** Post ANOVA test of achievement motivation among various college students

Mean Difference				
Engineering	Medical	Physical Education	Mean Difference	Critical Value
150.85	126.05	----	24.80*	9.87
150.85	----	134.15	16.70*	
----	126.05	134.15	8.10	

The required table value shows that there is significant difference between medical students and engineering college students and also with engineering college students and physical education college student. However there was no significant difference between medical college students and physical education college students in achievement motivation.

### Discussion on findings

Professional college students have different psychological approaches based on their professional training they undergoing and other career option they had choose. Researches revealed existence of difference between students from different courses. In this study, the investigator was interested to find out the difference

of selected psychological variables among engineering, medical and physical education students. The result presented in the tables shows that there were significant difference between engineering college students and medical students and also with engineering college students and physical education college students. And there was no difference between medical college students and physical education college students.

#### Discussion on hypothesis

It was hypothesized that there would be no significant difference in achievement motivation between medical, engineering and physical education college students. The result presented in the tables proved that there was significant difference between engineering students and medical students and also with engineering college students and physical education college students. Thus null hypothesis set for this study is rejected at

0.05level.

#### Conclusion

It was concluded that there was a significant difference between engineering and medical students, engineering and physical education students in achievement motivation.

#### References

1. Ayajit Singh (1979), sports psychology ,Delhi: Friends publications.
2. Dandapani. S, Advanced educational psychology, India.
3. Kamalesh.M.L .Psychology in physical education and sports, New Delhi .Metropolitan.
4. Mark H.Anshel,"sports psychology",3<sup>rd</sup> Edition, Publisher, Gay L Pauley,1997.