

**ACHIEVEMENT MOTIVATION OF COLLEGE STUDENTS
IN MIZORAM IN RELATION TO THEIR GENDER,
STREAM OF STUDY AND PARENTAL EDUCATION**

B.LALSANGPUII

Dissertation

**Submitted in Fulfilment for the degree of
Master of Philosophy in Education**

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DECLARATION

I, B. Lalsangpuii, hereby declare that the subject matter of the dissertation entitled “Achievement Motivation of college students in Mizoram in relation to their gender, stream of study and parental education” , is a record of work done by me, that the content of this dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to nobody else; and that the dissertation has not been submitted by me for any research degree in any other University/ Institute.

This dissertation is being submitted to the Mizoram University, Aizawl for the award of Master of Philosophy in Education.

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CHAPTER- I

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SUMMARY, MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDIES

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APPENDICES

APPENDIX – I

LIST OF COLLEGES TAKEN AS SAMPLE

Sl. No.	NAME OF COLLEGE	ADDRESS
1.	Govt. Hrangbana College	Chanmari Veng, Aizawl. Mizoram
2.	Govt. Zirtiri Residential Science College	Ramthar Veng, Aizawl. Mizoram
3.	Govt. Aizawl College	Sikulpuikawn, Mission Veng, Aizawl. Mizoram
4.	Pachhunga University College	College Veng, Aizawl. Mizoram.

APPENDIX – II

Dear friend,

This scale is meant for measuring your attitude towards achievement in academic and other type of activities. It consists of a number of items, for every statement, the responses are divided into five categories which are: Always, Frequently, Sometimes, Rarely and Never. Read each statement of an item very carefully and put a cross (x) under the category which, in your opinion, best expresses your feeling about the statement.

Please note that only one cross should be put under only one category for one statement. Do not put the cross in more than one category; also do not put the cross in between the two categories. The cross should be clearly indicated under one category. Do not leave any item blank. This is not an ability test and there are no right or wrong responses. This is only trying to measure your feelings.

Do not spend too much time on one statement. There is no time limit for completing this work, but try to work quickly and carefully and try to give the first and best response that comes to your mind on reading each statement. The results will be kept confidential and will be used only to your advantage and for research purposes only. They will never be used for any disadvantage to you. So please do not worry and try to be honest and frank in giving your responses. If you have any doubts or queries, please feel free to ask before responding. Please do not change your response once you mark it.

Thank you.

Yours faithfully,

(B. LALSANGPUII)
Research Scholar,
Department of Education,
Mizoram University.

Please fill in the following particulars:

Name: _____

Sex: Male/Female

Class: _____

College: _____

Stream: Arts/Science/Commerce

Parental Education-

Father: *Under HSLC / HSLC / Graduate / P.G and above*

Date: _____

	Always	Frequently	Sometimes	Rarely	Never
1. I shall be most pleased if I have to miss the classes for some days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I pay full attention to the work in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I mind much if I reach late in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I love to read more and more to find unknown regions of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I love to have personal library, not counting textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I set standards for myself and then strive to achieve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I wish to specialize and become top most in the field of my liking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like to experiment and create new things and surprise people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I work hard for hours together to be successful in whatever I undertake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have a tendency to find solutions of problems and puzzles other people fail at.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I aspire to get excellent results in all academic competitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am ready to leave the job half done and try new one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I get nervous in the examination if one or two questions are not from the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I prefer to go to a party rather than prepare for an examination next week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Always	Frequently	Sometimes	Rarely	Never
15. On getting low marks, I feel disappointed and determined to work hard to do better next time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I think I find my lessons meaningful and interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. While studying, my mind wanders off the lesson and I get lost imagination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I think it is better to gossip away in the canteen than to attend the classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. When the teacher is teaching, I like to read stories/novels/comics or to make cartoons in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The college haunts me and I want to leave it at the very first opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. It irritates me a lot if I have to stay late in the college for some lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I want to go to college/university because there is plenty of opportunity to enjoy life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I think studies, sports and other activities can go together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I agree that the present course of my study will help making my future life a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I feel very much frustrated if I do not get a chance to complete in the field of my choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I regularly take down notes in the class and complete my assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Always	Fre- quently	Some- times	Rarely	Never
27. I plan to study carefully all the year round in an effort to get good marks in all the subjects in all the tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I believe in work first and play later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I do a lot of preparation at home for the next day's work in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I like to ask questions regarding every information given in tables and charts in the books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I think my teachers are competent in their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I like to create nuisance in the class and annoy teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I try my utmost to please my teacher through work and not through flattery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. My friends consider me dull and shirker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. It is true that my teachers think of me as a sincere and hard working student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I feel hurt if others (parents, teachers and friends) criticise me and I try to improve upon my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. My parents advise me to take life easy and never bother too much for studies or for future life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. I wish to carry my mission forward in spite of facing a lot of criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. I think of life to be an intellectual challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Always	Frequently	Sometimes	Rarely	Never
40. I am interested in organizing the activities of a group team/class/committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. I try to get associated with the top most person in the field of my choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I love to have to some adventure in my leisure hour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. I would like to watch a surgical operation being performed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I like to compete in dramatics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I think of dancing and music to be good hobbies for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. I have strong desire to be a champion in games/sports/athletics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. I have tried to get in the sports team of my college, to represent my team in other states or countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. I believe sports develop initiative, leadership and discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Hill climbing and mountaineering are a welcome challenge I would like to take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. On a holiday, I prefer going for cycling, swimming or boating to sitting at home without much work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHAPTER- I

INTRODUCTION

Human life can be described as a continuous work at tasks. Individuals may or may not be successful in facing these tasks. The psychology of achievement motivation is engaged to run research projects aiming at a better understanding of individual performance and the nature of human resources as well as at the development of assessment and intervention techniques to increase achievement motivation. To keep individuals highly achievement motivated while doing their jobs, tasks have to be designed with high motivating potentials.

Achievement motive has been conceptualized as individual's orientation to endeavor for conduction of activities in those situations where the performance has to be evaluated. As a motive force it functions in the form of relative stable characteristic of personality, after the period of early socialization during which it develops (Atkinson, 1958).

In any society we find individuals who set high standards for themselves, work very hard to achieve them, and respond with considerable feeling to their success or failure in meeting those standards. At the other extreme there are individuals who set very low standards, make little effort, have little concern about their accomplishments, and remain indifferent. Obviously, these two types of individuals have different degrees of achievement motive, which, in turn, has different behavioral consequences. On the basis of the considerable amount of empirical evidence Atkinson formulated a theory of achievement motivation in 1957. According to him, the theory of achievement motivation attempts to account for the determinants of the direction, magnitude, and persistence of behaviour in a limited but very important domain of human activities. It applies only to those

situations where the individual knows that his performance will be evaluated (by him or by others) in terms of some standard of excellence, and that the consequence of his action will be either a favorable evaluation (success or an unfavorable failure). It is in other words, a theory of achievement oriented performance (Atkinson, 1957).

From a motivational perspective the action process is divided into two parts. The first part describes the development of achievement motivation as a consequence of a fit between the achievement motive and the achievement-oriented motivating potentials of the situation. Achievement motivation initiating action arises through interaction of achievement-oriented motivating potentials of the task in its situational context and the strength of the achievement motive on the side of the performing person. Personal goals controlling actions result directly from the strength of this achievement motivation. The second part of the motivation process responsible for the translation of motivation into action is often called the volitional phase in the control of behavior (Heckhausen, 1989); during this phase, goal-oriented action turns into outcomes controlled by the degree of goal commitment. Goal commitment affects the way persons choose to reach their goals and the selection of strategies they pursue (Brandtsta" dter & Renner, 1990). Examples for such strategies are to pursue a goal persistently even in case of hindrances or to adapt flexibly to changing aspects of the situation. The translation process works better when more specific and concrete goals are set, the higher the goal commitment the more effective the chosen strategies of goal pursuit (Vroom, 1964; Locke & Latham, 1990; Kleinbeck, in press).

Motivation involves the processes that energize, direct and sustain behavior. It is based on your emotions and achievement-related goals. "Achievement motivation is based on reaching success and achieving all of our aspirations in life," reports the Rochester Institute of Technology (RIT). People's needs and desires visibly influence their behavior. People with a high achievement need prefer work with a moderate probability (around 50%) of success. For these

people, low-risk situations do not provide enough challenge, and high-risk situations are too chancy. Motivation thus may be regarded as something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose.

The type of motivation produced by a desire for achievement is called Achievement Motivation. Achievement Motivation was a combination of hope of success and fear of failure. The first measures a positive motive for achievement, and the second measures a negative, motive fear of failure. Achievement Motivation is very essential for people to succeed in any walk of life. Some of the definitions of Achievement Motivation can be noted as under:-

- Atkinson and Feather (1966) – The Achievement Motivation is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performances as instrumental to a sense of personal accomplishment.
- Irving Sarnoff (Mangal, 1989) – A Motive is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions, and he feels that he ought to possess them he may be regarded as having an achievement motive.
- Mc Clelland et al., (1953) - Achievement Motivation has been defined as a concern for excellence in performance, as reflected in competition with the standards set by others or oneself, unique accomplishment, or long term involvement .

Based on the above definitions, we can say that Achievement motives moves or drives an individual to strive to gain mastery of difficult and challenging situations or performances in the pursuit of excellence. It comes into the picture when an individual knows that his performance will be evaluated, that the

consequences 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 where success is achieved in an activity.

Need for achievement (N-Ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by Henry Murray and associated with a range of actions. These include: "intense, prolonged and repeated efforts to accomplish something difficult. To work with singleness of purpose towards a high and distant goal. To have the determination to win". The concept of N-Ach was subsequently popularised by the psychologist David McClelland.

This personality trait is characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action (intrinsic motivation), and the pressure exerted by the expectations of others (extrinsic motivation). Measured by thematic appreciation tests, need for achievement motivates an individual to succeed in competition, and to excel in activities important to him or her. Need for Achievement is related to the difficulty of tasks people choose to undertake. Those with low N-Ach may choose very easy tasks, in order to minimise risk of failure, or highly difficult tasks, such that a failure would not be embarrassing. Those with high N-Ach tend to choose moderately difficult tasks, feeling that they are challenging, but within reach.

People high in N-Ach are characterized by a tendency to seek challenges and a high degree of independence. Their most satisfying reward is the recognition of their achievements. Sources of high N-Ach include:

1. Parents who encouraged independence in childhood
2. Praise and rewards for success

3. Association of achievement with positive feelings
4. Association of achievement with one's own competence and effort, not luck
5. A desire to be effective or challenged
6. Intrapersonal Strength
7. Desirability
8. Feasibility
9. Goal Setting Abilities

So far we talked about motivations behind simple human behaviors like eating and sex. What motivates us the more complicated behaviors, like studying for the AP Psychology test? What motivates us to work hard in school, video games, sports and all those day to day things that take up our day? We call these types of motivation, achievement motivation.

Achievement motivation seems to vary from person to person. Some people have high achievement motivations in school, while others in bowling, and while others in nothing at all. What makes us strive or not strive for that goal- well one easy way to think about it is through extrinsic and intrinsic motivators.

The term motivation refers to any organismic state that mobilizes activity which is in some sense selective or directive. With respect to the environment (Newcomb, 1964) Achievement motivation which is the acquired tendency and is one of the most important social needs, has been defined by Mc Clelland and his associates (1953) and also by Decharms (1968) as a disposition to strive for success in competition with others with some standards of excellence, set by the individual.

Extrinsic motivators are rewards that we get for accomplishments from outside ourselves (grades, salary etc...). **Intrinsic motivators** are rewards we get internally, such as enjoyment or satisfaction. Think about why you are studying for

the AP Psychology exam. Are you doing it for the college credit or the high school transcript (extrinsic motivation)? Or are you working because you enjoy psychology and take pleasure in doing well (intrinsic motivation)? The answer is probably somewhere in the middle. In general, we enjoy a task more when we are intrinsically motivated. Sometimes, adding extrinsic motivators actually makes the task less fun. Let us use baseball as an example. Almost all little league and high school baseball players rave about how much they love playing the sport. They think and breathe baseball and seem full of *intrinsic motivation*. Once that same player gets to college and his or her scholarship depends on baseball- the external motivators kick in. They may still train hard and perform well, but their enjoyment decreases. Many professional athletes talk about how they are bored with the sport. The problem is that society offers too many *external motivators* linked to their performance. Now, I am not saying that extrinsic motivation is bad. Think about it...would your parents go to work if they were not extrinsically motivated? But knowing what we know about satisfaction and intrinsic v. extrinsic motivators, how can we change school/work to make it more enjoyable? On a side note, studies have shown that extrinsic motivators work well in the short run, but for long term performance, one needs intrinsic motivation.

The experiences and learning based on circumstances and situations in his life may lead an individual to provide a level for the intensity of his achievement motive to struggle for attaining the standard of excellence desired by him.

1.1 RATIONALE OF THE STUDY

Over the years behavioral scientists have observed that some people have an intense need to achieve; others, perhaps the majority, do not seem to be as

concerned about achievement. Life in general and for the students in particular has become highly competitive.

Each of us, whether as a teacher, a leader, or a parent, has experienced the pain of seeing defeat in a child's eye as the result of some type of assessment activity. We know what it feels like, looks like, and sounds like when a student no longer has confidence in their ability as a learner. Foothills School Division believes in encouraging learning for life; allowing our students to give up because of a score on a test is not an option. Used with skill, assessment can motivate the unmotivated, restore the desire to learn, and encourage students to keep learning, and it can actually create – not simply measure – increased achievement (Stiggins, 2006).

We need to recognize that many factors conspire to deter pupil learning; mental limitations, emotional blocks, environmental distractions, poor teaching, unsuitable curricula, peer pressure etc. Many students enter college/school with a lack of mental readiness. Frequently, the colleges/school fails to co-ordinate its efforts with the child's goals, purposes and needs. We especially need to realize them with the many other demands made upon him; the college/school can no longer take for granted that it has a monopoly- or even priority- on the student's time and energies. It must simply take its turn along with many other activities that compete for his attention.

In daily life people with high achievement motivation tend to pursue careers that are challenging but not so difficult that they will end in failure. People with low achievement motivation are less realistic; they tend to choose either very easy jobs, where success is certain but rewards are small or very difficult in jobs where they cannot be blamed for failure. There is a popular perception that girls academic success means that they have taken up the kinds of gender performances in the classroom previously associated with boys. However, amongst even the highest

achieving pupils, girls are anxious about doing well and concerned about their relationships with other people.

When students entered college level, they entered with a little knowledge of what stream of studies should be taken and what will be helpful for their studies in future. Some chose the stream of what their friends or other sibling chooses, some chose because others said its easy. It is important for teachers as well as parents to find out the level of achievement motivation of students and also to know whether genders, stream of students and parental education influences the achievement motivation level of students. However, only few studies have been done in this area. Therefore, the present study has been selected.

1.2. STATEMENT OF THE PROBLEM

The problem of the present study has been stated as follows:

“Achievement Motivation of College Students in Mizoram in Relation to their Gender, Stream of Study and Parental Education.”

1.3. OBJECTIVES OF THE STUDY

1. To find out the level of achievement motivation of college students in Mizoram.
2. To find out the achievement motivation of college students in Mizoram with reference to their gender.
3. To find out the achievement motivation of college students in Mizoram with reference to their stream of study.
4. To find out the achievement motivation of college students in Mizoram with reference to their parental education.

1.4. HYPOTHESIS

The following hypothesis are framed in relation to the identified objectives –

1. College students of Mizoram have high level of Achievement Motivation.
2. There exists significant difference in the Achievement Motivation of male and female students of Mizoram Colleges.
3. There exists significant difference in the Achievement Motivation of arts and science students of Mizoram Colleges.
4. There exists significant difference in the Achievement Motivation of arts and commerce students of Mizoram Colleges.
5. There exists significant difference in the Achievement Motivation of commerce and science students of Mizoram Colleges.
6. There exists significant difference in the achievement motivation of students whose parents are from different levels of education.

1.5. OPERATIONAL DEFINITIONS OF THE TERM USED

The term used in the title of the study carry some specific meaning. The operational definition of these terms is given as follows:-

1. **ACHIEVEMENT MOTIVATION:** Achievement motivation typically refers to the *level* of one's motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. "Motivation is based on your emotions and achievement-related goals. Achievement

motivation is based on reaching success and achieving all of our aspirations in life".

2. **GENDER:** Sexual identity, especially in relation to society or culture. The condition of being female or male; sex.
3. **STREAM OF STUDY:** Stream of study for the present study means a course of study to which students are tracked. Students were classified into three streams viz., Arts, Science, Commerce.
4. **PARENTAL EDUCATION:** Parental education for the present study means the level of education of the parents of the respondents. The educational level for the study has been classified into four (4) levels, viz. Below HSLC, HSLC, Graduate, and PG & above.

1.6. DELIMITATION OF THE STUDY

For the present study, the study has been delimited to colleges of Aizawl District only.

CHAPTER II

REVIEW OF RELATED STUDIES

This chapter presents a brief source of the related literature both theoretical and applied levels.

Research has shown that there is an interest in Achievement Motivation as it relates to students. Many studies have been conducted to discover what motivates students (Atkinson, 1999; Atkinson and Feather, 1966; Spence, 1983). With these studies came ideas on how to predict an individual's task performance (Atkinson and Feather, 1966; Grabe, 1979; Mukherjee, 1964). Other studies have been conducted to increase student's motivation. These studies also have spawned new ideas on motivation. The present section is developed to present a review of these attempts.

McClelland (1961) has made a large scale study of the growth pattern of achievement motive across a large number of countries and cultures. He has tried to determine the conditions which cause n-Ach levels to change. He has tried to determine the conditions which cause n-Ach levels to change. He has distinguished between factors essential to development of n-Ach. He has concluded that race and environment as such, are not essential factors for growth of achievement motive. However, degree of environmental challenge can be considered as an essential factor. Dealing with child rearing practices, he says that 'early training of children to be independent and to master certain skills, promotes high n-Ach, if that training does not indicate rejection of the child by parents'.

Kureshi, M.A (1966) conducted *A Study of Adolescent Fantasy- an Experimental Enquiry into the Motives of Achievement, Affiliation, Power, Aggression and Security among Adolescents by means of Thematic Apperception Techniques* and the findings were, males had a stronger affiliation motive and females had a stronger achievement motive and achievement motive ranked lowest among the males and ranked highest for the females.

Bartlett and Smith (1968) found out that mothers of high n-Ach boys make fewer demands for achievement and independence. The age at which demands are made was not related to the strength of n-Ach. Pattern of reward training has also been observed to be related to n-Ach.

Sinha and Pandey (1970) have investigated the strategies of persons varying in the strength of achievement. Specifically, they tested two hypothesis namely (1) high n-Ach persons do well and create resources more than a group of control group and (2) the altruistic type of n-Ach persons, as compared to the selfish persons hoard less, use recourses considerately, and help the weaker partners more. Using an experimental task of cube construction the result confirmed the hypothesis except for the variable of inconsiderate use where, although the mean scores were in the expected direction, the difference was not significant. The findings also indicated that an altruistic set, super imposed on the n-Ach, puts incongruent demands, whereas a selfish set seems to be more matching with the n-Ach. Thus, it appears that persons of high n-Ach use whatever means at their command to maximize their achievements. They are more interested in the final outcome and less in the justifiability of the means.

Ojha, H (1973) conducted a study on *Relation of Achievement Motivation to Parental Behaviours and certain Socio-economic variables* and found that sons of entrepreneur fathers, boys from nuclear families and sons of younger mothers had

higher achievement than sons of bureaucrat fathers, boys from joint families and sons of middle aged and older mothers respectively.

Rajeeva, M (1976) conducted *A Study of Achievement Motive, Its Correlates and performance of IX Grade Pupils of Secondary Schools of Bangalore* and the findings of the study were, there was significant difference between class room trust scores of high and low achievement motivated students, there was significant between the achievement scores of high and low achievement motivated students.

Gupta, J.P (1978) undertook *A study of Anxiety and Achievement Motivation in Relation to Academic Achievement, Sex and Economic Status* and the findings were, boys were more achievement motivated than girls and students having higher academic achievement showed lower level of anxiety.

Gupta, A (1979) in his study *Psychological stress related to Level of Aspiration and Achievement Motivation* found that there exists significantly high positive relationship between psychological stress and the various independent variables like achievement motivation were linear. **Jerath, J.M (1979)** conducted a study on *A Study of Achievement Motivation and its Personality Motivation and Ability Correlates*, his findings were among males 'Sweetheart sentiment' as a factor could not be matched with any factors located were achievement, and intelligence, among females, achievement and self-sentiment could not be adequately matched with the factors obtained for the male sample. **Narula, K.S (1979)** undertook *A Study of Achievement Motivation, Personal Preferences, Perception, Anxiety, Risk-taking behavior and other Correlates in Relation to Intelligence, Socio-Economic Status and Performance of the Prospective Secondary School Teachers of Orissa State* and he found that sex was not found to influence academic performance and academic performance was found to be related to parents' education and occupations.

Ahluwalia, I (1985) conducted a study on *A Study of Factors Affecting Achievement Motivation*, found no relationship between sex, age, birth order, and economic status, size of family, father's occupation and organizational climate on the one hand and achievement on the other.

Panwar, P.S (1986) in his study *Roles of Academic Achievement and School background in Self- concept, Self- disclosure and Inferiority Feeling among students of Kamaun Hills* found out that academic achievement had no significant relationship with feeling of inferiority.

Verma , B.P and Bhat, R.K (1992) conducted a study on *Motivational differences among high and low creative students* and they found that (1) High and low creative students did not differ significantly from each their with respect to their motivation. (2) High creative male students and high creative female students differed significantly on the abasement need, and the mean difference was in favour of high creative female students.

Shukla, A (1994) in his study *Role of Laws of control in Attributing Cause of Success and Failure* found females attributed more to self-responsibility, effort, memory, motivation and interest than males.

Laxmi, V. (1997) conducted a study on *Educational Maturity of Father as Related to Academic Self-concept and Academic Motivation*, found that children belonging to more educated parents academically were motivated. **Abrol, D.N (1997)** conducted a study on *A Study of Achievement Motivation in Relation to Intelligence, Vocational Interests, Achievement, Sex and Socio-Economic Status* and the major findings were boys have more achievement than girls and achievement motivation and value achievement were related.

Shelton Christine (2009) investigated in her study, *Gender and achievement: are girls the success Stories of reconstructed education system?*,

despite government and media attention given to the outperformance of boys in examinations, few, if any, changes have been observed in girls' performance of their gendered subjectivities. In comparison, boys outward going behaviours fostered teachers' assessment of them as the more able pupils.

The review of related studies reveals that studies have been conducted on achievement motivation of students in different states of India. Motivation is an important concept which plays a significant role in the achievement of students. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not always guarantee achievement. Similarly, achievement does not necessarily reflect motivation. The studies being reviewed clearly shows the different problems faced by the teachers, parents and college students but no studies have been done in relation to their gender, stream of study and parental education. Therefore, the researcher felt necessary to have a study on achievement motivation of college students in Mizoram in relation to their gender, stream of study and parental education.

CHAPTER III

METHODOLOGY AND PROCEDURE

In any kind of research in social sciences, after deciding the objectives and framing of hypothesis, one has to plan for the method of study, sample, tools and techniques for data collection, administration of tools and collection of data and statistical techniques applied for data analysis. Hence, the present chapter on methodology and procedures deals with the following:

- 3.1 Method of study
- 3.2 Population and Sample
- 3.3 Tools for data collection
- 3.4 Administration and collection of data
- 3.5 Sources of Data
- 3.6 Statistical Technique.

3.1 METHOD OF STUDY

The present study is mainly concerned with a study of the achievement motivation of college students of Mizoram. Thus, the method employed belongs mainly to a Descriptive Research where a Survey method is used for collection of data.

3.2 POPULATION AND SAMPLE

Since the present investigation is concerned with the study of achievement motivation of college students in Mizoram. Therefore, the population for the present study consists of all college students of Mizoram.

The sample of both female and male respondents, of arts, commerce and science stream and their parental education were drawn from four colleges of Mizoram from Aizawl district only by following ‘*Stratified random sampling*’. To maintain proportional sample from all the streams, ‘*Cluster*’ and ‘*Quota sampling method*’ was also employed. In this manner, colleges from the three streams of studies (Arts, Science and Commerce) have been selected. The sample consisted of 300 students, 100 each from the three streams of study from colleges offering these streams.

3.3 TOOLS FOR DATA COLLECTION

The data relating to the achievement motivation of college students have been directly collected from both male and female students with the help of Deo - Mohan Achievement Motivation (n-Ach) Scale prepared by Pratibha Deo (Pune) and Asha Mohan (Chandigarh).

The author of the Scale put forth three reasons for developing the scale. Firstly, a projective test generally used for measuring achievement motivation is time consuming in administration and the scoring procedure is somewhat complicated. Quite often, a researcher or a teacher requires a quick scoring tool which can be easily administered and used for research or for studying pupils. Achievement motivation is a variable which is used in many studies in education

either as a main or secondary variable or a moderator variable. The purpose in preparing the scale, according to them, is to provide the researcher with such a tool which will be found to be handy and convenient for administration and scoring. Secondly, many scales and questionnaires that are available measure achievement motivation in particular field, academic motivation at the high/higher secondary, college and university level. A standard verbal measure which sufficiently measures the achievement motivation in general is desired. The scale is thus built to fulfill that need. Thirdly, for validating the projective test of achievement motivation, the verbal scale will be found to be a very useful and valuable instrument.

Test-retest method was applied to obtain the reliability coefficient of the scale. Taking different sets of example; the administration of the scale was repeated on several occasions. The results showed coefficients of reliability which were sufficiently high and the scale was considered to be reliable for use.

As far as the validity of the scale is concerned, in the first instance the item validity established by the high-low discrimination method was accepted as the validity of the whole measure. Besides, this scale was also used for validating the projective test of Achievement Motivation. The coefficient of correlation between the scale and the projective was observed to be 0.04 which speaks for the validity of the scale also, the validity being of the concurrent nature. Finally, the scale scores were also correlated with the scores obtained by administering the Aberdeen Academic Motivation Inventory of Entwistle (1968) yielding a coefficient of correlation as 0.75 for a mixed sample of 93; correlation is high enough to establish the validity of the scale. Regarding the r of 0.54 between the scale and projective test, McClelland (1958) explains that self-descriptive and projective measures are usually not correlating high with each other. Even Carney (1966) observed that questionnaires measures correlated poorly with McClelland's projective measures. These explanations support the results of present scale of achievement motivation to be sufficiently valid for use for measuring achievement motivation.

3.4 ADMINISTRATION OF TOOLS AND COLLECTION OF DATA

To find out the level of Achievement Motivation of college students using the Achievement Motivation Scale, the investigator personally visited all the four selected colleges of Mizoram. The scale consisting of 50 statements was administered to all the 300 respondents. The purpose of the scale, and instruction for ticking the response of their choice were adequately explained with suitable examples. Respondents were told that this is not an ability test and there are no right or wrong responses but only trying to measure their feelings. They were given adequate time to ponder over statements so as to enable them to express their first and best responses that comes to their mind on reading each statements. They were assured that their responses shall be kept strictly confidential, and used only for research purpose. While collecting back filled in copies of the achievement motivation scale it was ensured that the respondents have provided the required personal information with regard to their gender, stream of studies and parental education.

3.5 SOURCES OF DATA

Primary source of data collected directly from the respondents was used for the present study.

3.6 STATISTICAL TECHNIQUE

The tabulated *Achievement Motivation* scales were classified in accordance with sex, stream of study and parental education for carrying out

statistical analysis. For analysing the data, the investigator employed the following statistical techniques:-

- 1) Frequency Distribution to find out the Mean and Standard Deviation of different categories of respondents.
- 2) 't' test to find out the significance of difference of different categories of respondents.
- 3) Percentage to study the nature of distribution of achievement motivation scores of different categories of respondents.
- 4) Percentile score to interpret the response of the students.

CHAPTER IV

ANALYSIS AND INTERPRETATION

The present chapter deals with the analysis of collected data and its interpretation. For a meaningful and systematic presentation, the chapter has been divided into four sections. The first section deals with scoring of data. The second section deals with the interpretation of data. The third section deals with the analysis of data relating to Achievement Motivation and the last section deals with the significance of difference of the achievement motivation of respondents.

4.1 Scoring of data

4.2 Interpretation of data

4.3 Analysis of data relating to Achievement Motivation

4.3.1 Achievement motivation of college students in Mizoram

4.3.2 Classification of respondents in terms of their level of achievement motivation

4.3.3 Classification of female respondents in terms of their level of achievement motivation

4.3.4 Classification of male respondents in terms of their level of achievement motivation

4.3.5 Classification of respondents from arts stream in terms of their level of achievement motivation

- 4.3.6 Classification of respondents from science stream in terms of their level of achievement motivation
- 4.3.7 Classification of respondents from commerce stream in terms of their level of achievement motivation
- 4.3.8 Classification of respondents whose parental education is below HSLC in terms of their level of achievement motivation
- 4.3.9 Classification of respondents whose parental education is HSLC in terms of their level of achievement motivation
- 4.3.10 Classification of respondents whose parental education is graduate in terms of their level of achievement motivation
- 4.3.11 Classification of respondents whose parental education is PG & above in terms of their level of achievement motivation

- 4.4 Significance of difference of the achievement motivation of respondents
 - 4.4.1 Significance of difference between the achievement motivation of male and female respondents
 - 4.4.2 Significance of difference between the achievement motivation of respondents in arts and science stream
 - 4.4.3 Significance of difference between the achievement motivation of respondents in science and commerce stream
 - 4.4.4 Significance of difference between the achievement motivation of respondents in arts and commerce stream
 - 4.4.5 Significance of difference between the achievement motivation of respondents whose parental education is below HSLC and HSLC

- 4.4.6 Significance of difference between the achievement motivation of respondents whose parental education is below HSLC and Graduate
- 4.4.7 Significance of difference between the achievement motivation of respondents whose parental education is below HSLC and PG & above
- 4.4.8 Significance of difference between the achievement motivation of respondents whose parental education is HSLC and Graduate
- 4.4.9 Significance of difference between the achievement motivation of respondents whose parental education is HSLC and PG & above
- 4.4.10 Significance of difference between the achievement motivation of respondents whose parental education is Graduate and PG & above

4.1 SCORING OF DATA

In the final Achievement Motivation (n-Ach) Scale, there are 50 statements out of which 13 are negative and 37 are positive items. Two stencil keys are used for scoring, one for positive item and one for negative items. A positive item carries the weights of 4, 3, 2, 1, and 0 respectively for the categories of Always, Frequently, Sometimes, Rarely and Never. The negative item is scored 0, 1, 2, 3, 4 for the same categories respectively that are stated above. Separate keys for positive and negative items are provided. The total score is the summation of all the positive and negative item scores. The minimum score obtained can be zero (0) and the maximum can be 200, other scores ranging in between. The items in the scale were arranged and distributed factor wise in the following order: (Table No 1)

Table No 1

The Item analysis

Factor		No. of items
1	Academic motivation	4
2	Need for achievement	4
3	Academic challenge	4
4	Achievement anxiety	1
5	Importance of grades/marks	2
6	Meaningfulness of task	4
7	Relevance of school/ college to future goals	2
8	Attitude towards education	4
9	Work methods	5
10	Attitude towards teachers	3
11	Interpersonal relations	4
12	Individual concern	2
13	General interests	4
14	Dramatics	2
15	Sports etc.	5
		Total 50

4.2 INTERPRETATION OF DATA

As per the standardized Achievement Motivation Scale of Deo- Mohan, the scores of an individual measured using this scale will be interpreted by using the following table (Table No.2)

Hence, for interpretation of the response, the percentile scores of each individual respondent were calculated and interpretation was made as per the norms given in the Achievement Motivation Scale. All statistical analysis was based on the percentile scores.

Table No 2

Interpretation table

Percentile scores	Interpretation
80-100	Very High
60-79	Above Average
40-59	Average
20-39	Below Average
0-19	Low

Respondents who fall between 0-19 percentile scores were interpreted as having low level of achievement motivation, those who were between 20-39 percentile scores were interpreted as below average level of achievement motivation, 40-59, 60-79, 80-100 percentile scores were interpreted as having average, below average and very high level of achievement motivation respectively.

4.3 ANALYSIS OF DATA RELATING TO ACHIEVEMENT MOTIVATION

4.3.1 Achievement motivation of college students in Mizoram

The response of all the sample students was scored and their percentile score was calculated. The mean percentile score for different groups was then calculated.

The detailed analysis of the response of the students is shown in Table No. 3

Table No. 3

Detailed analysis of the response of the students

	CATEGORIES	N	MEAN PERCENTILE SCORE
	Overall	300	49.94
Sex	Male	127	48.81
	Female	173	49.94
Stream of study	Arts	100	43.76
	Science	100	52.80
	Commerce	100	53.25
Parental education	Below HSLC	106	47.14
	HSLC	97	49.80
	Graduate	74	48.51
	PG & above	23	67.96

From the table no.3, it can be seen that the mean score of college students of Mizoram on achievement motivation was 49.94. Using the interpretation table (Table No. 2), this means that college students of Mizoram were average in their level of Achievement Motivation.

Out of 300 respondents, there were 127 male respondents and their mean percentile score was 48.81. Using the interpretation table (Table No. 2), this means that male college students of Mizoram were average in their level of achievement motivation. Out of 300 respondents, there were 173 female respondents and their mean percentile score was 49.94. This according to the interpretation table means that female college students of Mizoram were average in their level of achievement motivation.

Out of 300 respondents, there were 100 arts students and their mean percentile score was 43.76. This according to the interpretation table (Table No. 2) means that arts stream students of colleges of Mizoram were average in their level of Achievement Motivation. Out of 300 respondents, there were 100 science students and their mean percentile score was 52.80, using the interpretation table (Table No. 2), this means that science stream students from colleges of Mizoram were average in their level of achievement motivation. Out of 300 respondents, there were 100 commerce students and their mean percentile score was 52.80, this according to the interpretation table means that commerce stream students from colleges of Mizoram were average in their level of achievement motivation.

Out of 300 respondents, there were 106 respondents whose parental education is below HSLC and their mean percentile score was 47.14. This according to the interpretation table means that college students of Mizoram whose parental education is below HSLC were average in their level of achievement motivation. Out of 300 respondents, there were 97 respondents whose parental education is HSLC and their mean percentile score was 49.80. Using the interpretation table (Table No. 2), this means that college students of Mizoram whose parental education is HSLC were average in their level of achievement motivation. Out of 300 respondents, there were 74 respondents whose parental education is Graduate and their mean percentile score was 48.51. Using the interpretation table (Table No. 2), this means that college students of Mizoram whose parental education is Graduate were average in their level of Achievement Motivation. Out of 300

respondents, there were 23 respondents whose parental education is PG & above and their mean percentile score was 67.96. This according to the interpretation table means that college students of Mizoram whose parental education is PG& above were average in their level of Achievement Motivation.

4.3.2 Classification of respondents in terms of their level of achievement motivation

The mean percentile score of all the respondents were analysed using percentage to classify the respondents according to the interpretation table provided in the manual.

Table No 4

Percentage of respondents falling under different levels of achievement motivation

Percentile score	<i>f</i>	Interpretation	Percentage
80-100	61	Very High	20.33 %
60-79	60	Above Average	20 %
40-59	59	Average	19.67 %
20-39	63	Below Average	21 %
0-19	57	Low	19 %
N= 300			

Table no. 4 shows the overall achievement motivation of respondents. A perusal of the table reveals that out of 300 respondents, 61 respondents (20.33 %) had a very high level of achievement motivation and 60 respondents (20 %) had above average level of achievement motivation. While 59 respondents (19.67 %) had average level of achievement motivation 63 respondents (21%) fall on below

average level of achievement motivation. 57 respondents (19 %) fall on the category of low level of achievement motivation.

4.3.3 Classification of female respondents in terms of their level of achievement motivation

The mean percentile score of female respondents were analysed using percentage to classify the respondents according to the interpretation table provided in the manual

Table No 5

Percentage of female respondents falling under different levels of achievement motivation

Percentile score	<i>f</i>	Interpretation	Percentage
80-100	38	Very High	21.97 %
60-79	34	Above Average	19.65 %
40-59	36	Average	20.81 %
20-39	33	Below Average	19.07 %
0-19	32	Low	18.50 %
	N= 173		

The above table shows the performance of female respondents in achievement motivation of respondents. A perusal of the table reveals that out of 173 female respondents, 38 respondents (21.97 %) falls on the category of a very high level of achievement motivation and 34 respondents (19.65 %) have above average level of achievement motivation. 36 respondents (20.81 %) had average level of achievement motivation. 33 respondents (19.07%) falls on below average

level of achievement motivation. And 32 respondents (18.50 %) fall on the category of low level of achievement motivation.

4.3.4 Classification of male respondents in terms of their level of achievement motivation

The mean percentile score of male respondents were analysed using percentage to classify the respondents according to the interpretation table provided in the manual.

Table No 6
Percentage of male respondents falling under different levels of achievement motivation

Percentile score	<i>f</i>	Interpretation	Percentage
80-100	24	Very High	18.90 %
60-79	26	Above Average	20.48 %
40-59	23	Average	18.11 %
20-39	29	Below Average	22.83 %
0-19	25	Low	19.68 %
	N= 127		

The above table shows the performance of male respondents on achievement motivation. A perusal of the table reveals that out of 127 male respondents, 24 respondents (18.90 %) had a very high level of achievement motivation. 20.48% had above average level of achievement motivation; 26 respondents fall on this category. And 23 respondents (18.11 %) falls on average level of achievement motivation, that shows male respondents had the lowest score in this category. 29 respondents (22.83 %) has the highest score falls on the category

of below average level of achievement motivation and 25 respondents (19.68 %) falls on low level of achievement motivation.

4.3.5 Classification of respondents from arts stream in terms of their level of achievement motivation

The mean percentile score of respondents from arts stream were analysed using percentage to classify the respondents according to the interpretation table provided in the manual.

Table No 7

Percentage of respondents from Arts stream falling under different levels of achievement motivation

Percentile score	<i>f</i>	Interpretation	Percentage
80-100	11	Very High	11 %
60-79	20	Above Average	20 %
40-59	22	Average	22 %
20-39	23	Below Average	23 %
0-19	24	Low	24 %
N= 100			

The above table shows the performance of arts stream on achievement motivation. A perusal of the table reveals that out of 100 respondents, 11% had a very high level of achievement motivation. 20% had above average level of achievement motivation. While 22% had average level of achievement motivation, 23% falls on below average level of achievement motivation. The highest score of 24% falls in low level of achievement motivation.

4.3.6 Classification of respondents from science stream in terms of their level of achievement motivation

The mean percentile score of respondents from science stream were analysed using percentage to classify the respondents according to the interpretation table provided in the manual.

Table No 8

Percentage of respondents from Science stream falling under different levels of achievement motivation

Percentile score	<i>f</i>	Interpretation	Percentage
80-100	21	Very High	21 %
60-79	23	Above Average	23 %
40-59	21	Average	21 %
20-39	21	Below Average	21 %
0-19	14	Low	14 %
	N= 100		

The above table shows the performance of respondents from science stream on achievement motivation. A perusal of the table reveals that out of 100 respondents, 21 respondents (21 %) fall on the category of very high level of achievement motivation. 23 respondents (23 %) have above average level of achievement motivation. While 21 respondents (21 %) have average level of achievement motivation, 21 respondents (21 %) falls on below average level of achievement motivation. 14 respondents (14 %) were in low level of achievement motivation.

4.3.7 Classification of respondents from commerce in terms of their level of achievement motivation

The mean percentile score of respondents from commerce stream were analysed using percentage to classify the respondents according to the interpretation table provided in the manual.

Table No 9

Percentage of respondents from Commerce stream falling under different levels of achievement motivation

Percentile score	<i>f</i>	Interpretation	Percentage
80-100	29	Very High	29 %
60-79	17	Above Average	17 %
40-59	16	Average	16 %
20-39	19	Below Average	19 %
0-19	19	Low	19 %
	N= 100		

Table No. 9 shows the performance of respondents from commerce stream on achievement motivation. A perusal of the table reveals that out of 100 respondents, 29% had a very high level of achievement motivation. 17% had above average level of achievement motivation. While 16% had average level of achievement motivation, 19% falls on below average and low level of achievement motivation.

4.3.8 Classification of respondents whose parental education is below HSLC in terms of their level of achievement motivation

The mean percentile score of respondents whose parental education is below HSLC were analysed using percentage to classify the respondents according to the interpretation table provided in the manual.

Table No 10

Percentage of respondents whose parental education is below HSLC falling under different levels of achievement motivation

Percentile score	<i>f</i>	Interpretation	Percentage
80-100	20	Very High	18.27 %
60-79	18	Above Average	16.98 %
40-59	21	Average	19.81 %
20-39	23	Below Average	21.70 %
0-19	24	Low	22.64 %
	N= 106		

Table No. 10 shows the performance of respondents whose parental education is below HSLC on achievement motivation. A perusal of the table reveals that out of 106 respondents, 18.87 % had a very high level of achievement motivation. 16.98 % had above average level of achievement motivation. While 19.81 % had average level of achievement motivation, 21.70 % falls on below average and 22.64 % were in low level of achievement motivation.

4.3.9 Classification of respondents whose parental education is HSLC in terms of their level of achievement motivation

The mean percentile score of respondents whose parental education is HSLC were analysed using percentage to classify the respondents according to the interpretation table provided in the manual.

Table No 11

Percentage of respondents whose parental education is HSLC falling under different levels of achievement motivation

Percentile score	<i>f</i>	Interpretation	Percentage
80-100	18	Very High	18.56 %
60-79	22	Above Average	22.68 %
40-59	16	Average	16.49 %
20-39	25	Below Average	25.78 %
0-19	16	Low	16.49 %
	N= 97		

The above table shows the performance of respondents whose parental education is HSLC on achievement motivation. A perusal of the table reveals that out of 97 respondents, 18 respondents (18.56 %) fall on the category of very high level of achievement motivation. 22 respondents (22.68 %) had above average level of achievement motivation. While 16 respondents (16.49 %) had average level of achievement motivation, 25 respondents (25.78 %) falls on below average level of achievement motivation and 16 respondents (16.49 %) were in low level of achievement motivation.

4.3.10 Classification of respondents whose parental education is Graduate in terms of their level of achievement motivation

The mean percentile score of respondents whose parental education is graduate were analysed using percentage to classify the respondents according to the interpretation table provided in the manual.

Table No 12

Percentage of respondents whose parental education is Graduate falling under different levels of achievement motivation

Percentile score	<i>f</i>	Interpretation	Percentage
80-100	14	Very High	18.92 %
60-79	13	Above Average	17.57 %
40-59	18	Average	24.32 %
20-39	13	Below Average	17.57 %
0-19	16	Low	21.62 %
	N= 74		

Table No. 12 shows the performance of respondents whose parental education is Graduate on achievement motivation. A perusal of the table reveals that out of 74 respondents, 14 respondents (18.92 %) have a very high level of achievement motivation. 13 respondents (17.57 %) had above average level of achievement motivation. While 18 respondents (24.32 %) had average level of achievement motivation 13 respondents (17.57%) falls on below average level of achievement motivation. 16 respondents (21.62%) are in low level of achievement motivation.

4.3.11 Classification of respondents whose parental education is PG&above in terms of their level of achievement motivation

The mean percentile score of respondents whose parental education is PG & above were analysed using percentage to classify the respondents according to the interpretation table provided in the manual.

Table No 13

Percentage of respondents whose parental education is PG & above falling under different levels of achievement motivation

Percentile score	<i>f</i>	Interpretation	Percentage
80-100	9	Very High	39.14 %
60-79	7	Above Average	30.43 %
40-59	4	Average	17.39 %
20-39	2	Below Average	8.69 %
0-19	1	Low	4.35 %
	N= 23		

Table No. 13 shows the performance of respondents whose parental education is PG & above on achievement motivation. A perusal of the table reveals that out of 23 respondents, 9 respondents (39.14%) fall on the category of a very high level of achievement motivation. 7 respondents (30.43%) had above average level of achievement motivation. While 4 respondents (17.39%) had average level of achievement motivation, only 2 respondents (8.69%) fall on below average level of achievement motivation and 1 respondent (4.35%) were in low level of achievement motivation.

4.4. SIGNIFICANCE OF DIFFERENCE OF THE LEVEL OF ACHIEVEMENT MOTIVATION OF RESPONDENTS

4.4.1 Significance of difference between the achievement motivation of male and female respondents.

To find out if there is any significant difference between male and female respondents in their level of Achievement Motivation, statistical analysis using t-value was done and interpretation was made.

Table No 14

Significance of difference between the achievement motivation of male and female respondents

SEX	N	MEAN	SD	SED	t-value
Male	127	48.81	66.77	6.06	0.19
Female	173	49.94	16.48		

The above table reveals that the 't' value for the significance of difference between the mean percentile scores of males and females respondents is 0.19 whereas the required 't' value, with $df=298$ is 2.59 at 0.01 level of significant. Since, the calculated 't' value is lower than the criterion 't' value, therefore, it can be concluded that there is no significant difference between these two groups of respondents with regard to their achievement motivation. Therefore, the hypothesis no 2, that assumes significant difference in the achievement motivation of male and female students of Mizoram colleges, is rejected.

4.4.2 Significance of difference between the achievement motivation of respondents in arts and science stream.

To find out if there is any significant difference between respondents of arts and science stream in their level of Achievement Motivation, statistical analysis using t-value was done and interpretation was made

Table No 15

Significance of difference between the achievement motivation of respondents in Arts and Science stream

STREAM OF STUDY	N	MEAN	SD	SED	t-value
Arts	100	43.76	17.28	2.42	3.74
Science	100	52.80	16.90		

Table No. 15 reveals that the 't' value for the significance of difference between the mean percentile score of Arts and Science stream of study on the achievement motivation scale, is 3.74, whereas the required 't' value, with df=198, to declare the difference as significant, is, 2.60 at 0.01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, it can be concluded that there is a significant difference between these two groups of respondents with regard to their achievement motivation. Therefore, the hypothesis no. 3 that presumes significant difference between the respondents of arts and science stream with regard to achievements motivation scale is accepted. A simple comparison of the achievements motivation scores of arts and commerce shows that this significant difference is in favor of Science stream as their mean score is higher than Arts stream counterparts.

4.4.3 Significance of difference between the Achievement motivation of respondents in Science and Commerce stream

Statistical analysis using t- value to find out significance of difference between the respondents from Science and Commerce stream on the level of Achievement Motivation was calculated.

Table No 16

Significance of difference between the achievement motivation of respondents in Science and Commerce stream

STREAM OF STUDY	N	MEAN	SD	SED	t-value
Science	100	52.80	16.90	2.50	0.18
Commerce	100	53.25	18.41		

Table No.16 shows that the 't' value for the significance of difference between the mean percentile scores of males and females respondents is 0.18 whereas the required 't' value, with df=198 is 2.60 at 0.01 level of significant. Since, the calculated 't' value is lower than the criterion 't' value, therefore, it can be concluded that there is no significant difference between these two groups of respondents with regard to their achievement motivation. Therefore, the hypothesis no 5, that assumes significant difference in the achievement motivation of science and commerce students of Mizoram colleges, is rejected.

4.4.4 Significance of difference between the achievement motivation of respondents in Arts and Commerce stream

To find out if there is any significant difference between respondents of arts and commerce stream in their level of Achievement Motivation, statistical analysis using t-value was done and interpretation was made.

Table No 17

Significant of differences between the achievement motivation of respondents in Arts and Commerce stream

STREAM OF STUDY	N	MEAN	SD	SED	t-value
Arts	100	43.76	12.28	2.21	4.29
Commerce	100	53.25	18.41		

Table No. 17 reveals that the 't' value for the significance of difference between the mean percentile score of Arts and Commerce stream of study on the achievement motivation scale, is 4.29, whereas the required 't' value, with df=198, to declare the difference as significant, is, 2.60 at 0.01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, it can be concluded that there is a significant difference between these two groups of respondents with regard to their achievement motivation. Therefore, the hypothesis no. 4 that presumes significant difference between the respondents of Arts and Commerce with regard to achievements motivation scale is accepted. A simple comparison of the achievements motivation scores of arts and commerce shows that this significant difference is in favor of Commerce stream as their mean score is higher than Arts stream counterparts.

4.4.5 Significance of difference between the achievement motivation of respondents whose parental education is below HSLC and HSLC

Statistical analysis using t-value to find out significance of difference between respondents whose parental education is below HSLC and HSLC on the level of Achievement Motivation was calculated.

Table No 18

Significance of difference between the achievement motivation of respondents whose parental education is below HSLC and HSLC

PARENTAL EDUCATION	N	MEAN	SD	SED	t-value
Below HSLC	106	47.14	20.40	2.57	0.96
HSLC	97	49.80	16.18		

Table No. 18 explained that the 't' value for the significance of difference between the mean percentile score of respondents whose parental education is below HSLC and HSLC, is 0.96, whereas the required 't' value, with df= 201, is 2.60 at 0.01 level of significant. Since, the calculated 't' value is lower than the criterion 't' value, therefore, it can be concluded that there is no significant difference between these two groups of respondents with regard to their achievement motivation. Therefore, the hypothesis no 6, that assumes significant difference in the achievement motivation of respondents whose parental education is below HSLC and HSLC of Mizoram colleges, is rejected.

4.4.6 Significance of difference between the achievement motivation of respondents whose parental education is below HSLC and Graduate

To find out if there is any significant difference between respondents whose parental education is below HSLC and Graduate in their level of Achievement Motivation, statistical analysis using t-value was done and interpretation was made.

Table No 19

Significance of difference between the achievement motivation of respondents whose parental education is below HSLC and Graduate

PARENTAL EDUCATION	N	MEAN	SD	SED	t-value
Below HSLC	106	47.14	20.40	2.89	2.11
Graduate	74	48.51	18.16		

Table No.19 reveals the 't' value for the significant of difference between the mean percentile scores of respondents whose parental education is below HSLC and Graduate is 2.11 whereas the required 't' value, with $df= 178$, to declare the difference as significant, is, 1.97 at 0.05 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, it can be concluded that there is a significant difference between these two groups of respondents with regard to their achievement motivation. Therefore, the hypothesis no. 6 that presumes significant difference between the respondents whose parental education is below HSLC and Graduate with regard to achievements motivation scale is accepted. A simple comparison of the achievements motivation scores of respondents whose parental education is below HSLC and Graduate shows that this significant difference is in favor of respondents whose parental education is Graduate as their

mean score is higher than respondents whose parental education is below HSLC counterparts.

4.4.7 Significance of difference between the achievement motivation of respondents whose parental education is below HSLC and PG & above

To find out if there is any significant difference between respondents whose parental education is below HSLC and PG & above in their level of Achievement Motivation, statistical analysis using t-value was done and interpretation was made.

Table No 20

Significance of difference between the achievement motivation of respondents whose parental education is below HSLC and PG & above

PARENTAL EDUCATION	N	MEAN	SD	SED	t-value
Below HSLC	106	47.14	20.40	3.64	0.17
PG & above	23	67.96	14.65		

The above table reveals that the 't' value for the significance of difference between the mean percentile score of respondents whose parental education is below HSLC and PG & Above, is 0.17, whereas the required 't' value, with df=127, is 2.60 at 0.01 level of confidence. Since the calculated 't' value is lower than the criterion 't' value, therefore, it can be concluded that there is no significant difference between these two groups of respondents whose parental

education is below HSLC and PG & Above with regard to their achievement motivation. Therefore, the hypothesis no 5, that assumes significant difference in the achievement motivation of respondents whose parental education is below HSLC and PG & Above of Mizoram colleges, is rejected.

4.4.8 Significance of difference between the achievement motivation of respondents whose parental education is HSLC and Graduate

To find out if there is any significant difference between respondents whose parental education is HSLC and Graduate in their level of Achievement Motivation, statistical analysis using t-value was done and interpretation was made.

Table No 21

Significant of differences between the achievement motivation of respondents whose parental education is HSLC and Graduate

PARENTAL EDUCATION	N	MEAN	SD	SED	t-value
HSLC	97	49.80	16.18	2.67	0.48
Graduate	74	48.51	18.16		

Table No.21 reveals that the ‘t’ value for the significance of difference between the mean scores of respondents whose parental education is HSLC and Graduate is 0.48 whereas the required ‘t’ value, with df= 169 is 2.60 at 0.01 level of significant. Since, the calculated ‘t’ value is lower than the criterion ‘t’ value, therefore, it can be concluded that there is no significant difference between these two groups of respondents whose parental education is HSLC and Graduate with

regard to their achievement motivation. Therefore, the hypothesis no 6, that assumes significant difference in the achievement motivation of students of Mizoram colleges, is rejected.

4.4.9 Significance of difference between the achievement motivation of respondents whose parental education is HSLC and PG & above

Statistical analysis using t- value to find out significance of difference between respondents whose parental education is HSLC and PG & above on the level of Achievement Motivation, was calculated.

Table No 22

Significance of difference between the achievement motivation of respondents whose parental education is HSLC and PG & above

PARENTAL EDUCATION	N	MEAN	SD	SED	t-value
HSLC	97	49.80	16.18	3.47	5.23
PG & above	23	67.96	14.65		

Table No. 22 reveals that the 't' value for the significance of difference between the mean score of respondents whose parental education is HSLC and PG & above, is 5.23, whereas the required 't' value, with df=118, to declare the difference as significant, is, 2.62 at 0.01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, it can be concluded that there is a significant difference between these two groups of respondents whose parents are having qualification of HSLC and PG & above with regard to their achievement

motivation. Therefore, the hypothesis no. 6 that presumes significant influence in the achievement motivation of students of Mizoram colleges is accepted. A simple comparison of the achievements motivation score of respondents whose parental education is HSLC and PG & above shows that this significant difference is in favor of respondents whose parental education is PG & above as their mean score is higher than respondents whose parental education is HSLC counterparts.

4.4.10 Significant of differences between the Achievement motivation of respondents whose parental education is Graduate and PG & above

Statistical analysis using t- value to find out significance of difference between respondents whose parental education is Graduate and PG & above on the level of Achievement Motivation, was calculated.

Table No 23

Significant of differences between the achievement motivation of respondents whose parental education is Graduate and PG & above

PARENTAL EDUCATION	N	MEAN	SD	SED	t-value
Graduate	74	48.51	18.16	3.72	5.23
PG & above	23	67.96	14.65		

The above table reveals that the 't' value for the significance of difference between the mean score of respondents whose parental education is Graduate and PG & above, is 5.23, whereas the required 't' value, with df=95, to declare the difference as significant, is, 2.63 at 0.01 level of confidence. Since the calculated 't' value is greater than the criterion 't' value, therefore, it can be

concluded that there is a significant difference between these two groups of respondents whose parental education is Graduate and PG & above with regard to their achievement motivation. Therefore, the hypothesis no. 6 that presumes significant influence in the achievement motivation of students of Mizoram colleges is accepted. A simple comparison of the achievements motivation score of respondents whose parental education is Graduate and PG & above shows that this significant difference is in favor of respondents whose parental education is PG & above as their mean score is higher than respondents whose parental education is Graduate counterparts.

CHAPTER V

SUMMARY OF THE STUDY, MAJOR FINDINGS, DISCUSSIONS, CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDIES

This chapter devoted to summary of the study, major findings from the study, and discussions from findings of the study, conclusions and suggestions for further studies.

5.1 Summary of the study

5.2 Major findings

5.2.1 Achievement motivation of college students of Mizoram

5.2.2 Achievement motivation of college students of Mizoram in relation to their gender

5.2.3 Achievement motivation of college students of Mizoram in relation to their stream of study

5.2.4 Achievement motivation of college students of Mizoram in relation to their parental education

5.2.5 Significance of differences between the achievement motivation of male and female respondents

5.2.6 Significance of differences of the achievement motivation respondents in relation to their stream of study

5.2.7 Significance of differences of the achievement motivation respondents in relation to their parental education

5.3 Discussions

5.4 Conclusions

5.5 Suggestions for further studies

5.1 SUMMARY OF THE STUDY

INTRODUCTION

This study was primarily aimed at getting an insight into the achievement motivation level of the students in Mizoram in relation to their sex, stream of study and parental education. The major reason for selecting the area for closer scrutiny is related to the fact that no research has been done in this area and to recognize that many factors conspire to deter pupil learning; mental limitations, emotional blocks, environmental distractions, poor teaching, unsuitable curricula, peer pressure etc.

Achievement motive has been conceptualized as individual's orientation to endeavour for conduction of activities in those situations where the performance has to be evaluated. As a motive force it functions in the form of relative stable characteristic of personality, after the period of early socialization during which it develops (Atkinson, 1958).

The type of motivation produced by a desire for achievement is called Achievement Motivation. Achievement Motivation was a combination of hope of success and fear of failure. The first measures a positive motive for achievement, and the second measures a negative, motive fear of failure. Achievement Motivation

is very essential for people to succeed in any walk of life. Some of the definitions of Achievement Motivation can be noted as under:-

- Atkinson and Feather (1966) – The Achievement Motivation is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performances as instrumental to a sense of personal accomplishment.
- Irving Sarnoff (Mangal, 1989) – A Motive is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions, and he feels that he ought to possess them he may be regarded as having an achievement motive.
- Mc Clelland et al., (1953) - Achievement Motivation has been defined as a concern for excellence in performance, as reflected in competition with the standards set by others or oneself, unique accomplishment, or long term involvement .

RATIONALE OF THE STUDY

Over the years behavioral scientists have observed that some people have an intense need to achieve; others, perhaps the majority, do not seem to be as concerned about achievement. Life in general and for the students in particular has become highly competitive.

We need to recognize that many factors conspire to deter pupil learning; mental limitations, emotional blocks, environmental distractions, poor teaching, unsuitable curricula, peer pressure etc. Many students enter college/school with a lack of mental readiness. Frequently, the colleges/school fails to co-ordinate its efforts with the child's goals, purposes and needs. We especially need to realize them with the many other demands made upon him; the college/school can no

longer take for granted that it has a monopoly- or even priority- on the student's time and energies. It must simply take its turn along with many other activities that compete for his attention.

When students entered college level, they entered with a little knowledge of what stream of studies should be taken and what will be helpful for their studies in future. Some chose the stream of what their friends or other sibling chooses, some chose because others said its easy. It is important for teachers as well as parents to find out the level of achievement motivation of students and also to know whether genders, stream of students and parental education influences the achievement motivation level of students. However, only few studies have been done in this area. Therefore, the present study has been selected.

STATEMENT OF THE PROBLEM:

The problem of the present study has been stated as follows:

“Achievement Motivation of College Students in Mizoram in Relation to their Gender, Stream of Study and Parental Education.”

OBJECTIVES OF THE STUDY:

1. To find out the level of achievement motivation of college students in Mizoram.
2. To find out the achievement motivation of college students in Mizoram with reference to their gender.
3. To find out the achievement motivation of college students in Mizoram with reference to their stream of study.
4. To find out the achievement motivation of college students in Mizoram with reference to their parental education.

HYPOTHESIS:

The following hypothesis are framed in relation to the identified objectives –

1. College students of Mizoram have high level of Achievement Motivation.
2. There exists significant difference in the Achievement Motivation of male and female students of Mizoram Colleges.
3. There exists significant difference in the Achievement Motivation of arts and science students of Mizoram Colleges.
4. There exists significant difference in the Achievement Motivation of arts and commerce students of Mizoram Colleges.
5. There exists significant difference in the Achievement Motivation of commerce and science students of Mizoram Colleges.
6. There exists significant difference in the achievement motivation of students whose parents are from different levels of education.

OPERATIONAL DEFINITIONS OF THE TERMS USED:

The term used in the title of the study carry some specific meaning. The operational definition of these terms is given as follows:-

1. **ACHIEVEMENT MOTIVATION:** Achievement motivation typically refers to the *level* of one's motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. "Motivation is based on your emotions and achievement-related goals. Achievement motivation is based on reaching success and achieving all of our aspirations in life,"

2. **GENDER:** Sexual identity, especially in relation to society or culture. The condition of being female or male; sex.
3. **STREAM OF STUDY:** Stream of study for the present study means a course of study to which students are tracked. Students were classified into three streams viz., Arts, Science, Commerce.
4. **PARENTAL EDUCATION:** Parental education for the present study means the level of education of the parents of the respondents. The educational level for the study has been classified into five (5) levels, viz. Illiterate, Below HSLC, HSLC, Graduate, PG& above.

DELIMITATION OF THE STUDY:

For the present study, the study has been delimited to colleges of Aizawl District only.

ORGANISATION OF THE REPORT:

The report of the present study has been divided into five (5) chapters to facilitate a systematic presentation.

CHAPTER I: The first chapter is an introduction which begins with the concept, needs and meanings of Achievement Motivation. Besides these, the chapter deals with rationale of the study, statement of the problem, objectives and hypotheses of the study. Operational definitions of the terms used and delimitation of the study has also been incorporated in this chapter.

CHAPTER II: This chapter deals with the review of related Achievement Motivation Studies both in India and Abroad.

CHAPTER III: Chapter III describes the methodology and procedure adopted for the present study. Method of study, Population and Sample, Tools for

data collection, Administration and collection of data, Sources of Data, Statistical techniques have been discussed in this chapter.

CHAPTER IV: This chapter presents an analysis and interpretation of the collected data on Achievement Motivation of college students in Mizoram. In this chapter, the Achievement Motivation of college students in Mizoram in relation to their gender, stream of study and parental education was reported separately.

CHAPTER V: The fifth chapter is the concluding chapter which is devoted to summary of the study, major findings, discussions and conclusions, suggestions for further studies.

METHODOLOGY:

The methodology and procedure followed by the investigator in the present study is discussed in the following manner.

1. Method of study
2. Population and Sample
3. Tools for data collection
4. Collection of data
5. Sources of Data
6. Statistical Technique.

Method of Study: The present study is mainly concerned with a study of the achievement motivation of college students of Mizoram. Thus, the method employed belongs mainly to a Descriptive Research where a Survey method is used for collection of data.

Population and Sample: Since the present investigation is concerned with the study of achievement motivation of college students in Mizoram. Therefore, the population for the present study consists of all college students of Mizoram.

The sample of both female and male respondents, of arts, commerce and science stream and their parental education were drawn from four colleges of Mizoram from Aizawl district only by following ‘*Stratified random sampling*’. In this manner, colleges from the three streams of studies (Arts, Science and Commerce) have been selected.

The sample consists of 300 students, 100 each from the three streams of study from colleges offering these streams.

Tools for data collection: Deo -Mohan Achievement Motivation (n-Ach) Scale prepared by Pratibha Deo (Pune) and Asha Mohan (Chandigarh) was employed to collect data relating to the achievement motivation of college students. Achievement Motivation scale supplemented with (i) an introduction explaining the purpose of the scale and necessary instructions, (ii) a schedule prepared to acquire background information of the respondents like sex, stream of study, parental education etc., the 150 selected statements were administered.

Collection of Data: To find out the Achievement Motivation using the Achievement Motivation Scale, the investigator personally visited all the four selected colleges of Mizoram, 300 respondents were selected randomly with regard to their stream of study. The respondents were given enough time to ponder over all the statements in the scale so as to ensure a truthful response from them.

Sources of data: To study the Achievement Motivation of college students in Mizoram, their scores in relation with their sex, stream of study and parental education has been analyzed. Primary sources of information were used to find out the Achievement Motivation of college students in Mizoram.

Statistical Techniques: The tabulated *Achievement Motivation* scales were classified in accordance with sex, stream of study and parental education for carrying out statistical analysis. For analyzing the data, the investigator employed the following statistical techniques:-

- 1) Frequency Distribution to find out the Mean and Standard Deviation of different categories of respondents.
- 2) 't' test to find out the significance of difference of different categories of respondents.
- 3) Percentage to study the nature of distribution of achievement motivation scores of different categories of respondents.
- 4) Percentile score to interpret the response of the students.

Scoring of the Achievement Motivation Scale: In the final Achievement Motivation (n-Ach) Scale, there are 50 statements out of which 13 are negative and 37 are positive items. Two stencil keys are used for scoring, one for positive item and one for negative items. A positive items carries the weights of 4, 3, 2, 1, and 0 respectively for the categories of Always, Frequently, Sometimes, Rarely and Never. The negative item is scored 0, 1, 2, 3, 4 for the same categories respectively that are stated above. Separate keys for positive and negative items are provided. The total score is the summation of all the positive and negative item scores. The minimum score obtained can be zero (0) and the maximum can be 200, other scores ranging in between.

Interpretation: As per the instruction of the achievement motivation scale, the score of the respondents were interpreted after it was converted into percentile scores.

Respondents who fall between 0-19 percentile scores were interpreted as having low level of achievement motivation, those who were between 20-39 percentile scores were interpreted as below average level of achievement

motivation, 40-59, 60-79, 80-100 percentile scores were interpreted as having average, below average and very high level of achievement motivation respectively.

MAJOR FINDINGS

To study the Achievement Motivation of college students in Mizoram, their scores in relation with their sex, stream of study and parental education has been analysed. Primary sources of information were used to find out the Achievement Motivation of college students in Mizoram.

ACHIEVEMENT MOTIVATION OF COLLEGE STUDENTS IN MIZORAM

The response of all the sample students was scored and their percentile was calculated. The mean percentile score for different groups was then calculated. The mean percentile score of college students on Achievement Motivation was 49.94. Using the interpretation table, this means that college students of Mizoram were average in their level of Achievement Motivation.

At the same time, a detailed analysis show that out of 300 respondents, 61 respondents (20.33 %) had a very high level of achievement motivation and 60 respondents (20 %) had above average level of achievement motivation. While 59 respondents (19.67 %) had average level of achievement motivation 63 respondents (21%) fall on below average level of achievement motivation. 57 respondents (19 %) fall on the category of low level of achievement motivation.

ACHIEVEMENT MOTIVATION OF COLLEGE STUDENTS IN MIZORAM IN RELATION TO THEIR GENDER

The mean percentile score (49.94) shows that female college students were average in their level of achievement motivation. Detailed analysis at the same time show that out of 173 female respondents, 38 respondents (21.97 %) falls on

the category of a very high level of achievement motivation and 34 respondents (19.65 %) have above average level of achievement motivation. 36 respondents (20.81 %) had average level of achievement motivation. 33 respondents (19.07%) falls on below average level of achievement motivation. And 32 respondents (18.50 %) fall on the category of low level of achievement motivation.

The mean percentile score (48.81) shows that male college students were average in their level of achievement motivation. Detailed analysis at the same time show that out of 127 male respondents 24 respondents (18.90 %) had a very high level of achievement motivation. 20.48% had above average level of achievement motivation; 26 respondents fall on this category. And 23 respondents (18.11 %) falls on average level of achievement motivation, that shows male respondents had the lowest score in this category. 29 respondents (22.83 %) has the highest score falls on the category of below average level of achievement motivation and 25 respondents (19.68 %) falls on low level of achievement motivation.

ACHIEVEMENT MOTIVATION OF COLLEGE STUDENTS IN MIZORAM IN RELATION TO THEIR STREAM O STUDY

The mean percentile score of college students from arts stream on Achievement Motivation was 43.76. Using the interpretation table, this means that college students of Mizoram opting for arts stream were average in their level of Achievement Motivation. Detailed analysis at the same time shows that, out of 100 respondents, 11% had a very high level of achievement motivation. 20% had above average level of achievement motivation. While 22% had average level of achievement motivation, 23% falls on below average level of achievement motivation. The highest score of 24% falls in low level of achievement motivation.

The mean percentile score of science students (52.80) shows that they were average in their level of achievement motivation. Detailed analysis at the same time shows that out of 100 respondents, 21 respondents (21 %) fall on the category of very high level of achievement motivation. 23 respondents (23 %) have above

average level of achievement motivation. While 21 respondents (21 %) have average level of achievement motivation, 21 respondents (21 %) falls on below average level of achievement motivation. 14 respondents (14 %) were in low level of achievement motivation.

The mean percentile score (53.25) shows that commerce students were average in their level of achievement motivation. Detailed analysis at the same time shows that out of 100 respondents, 29% had a very high level of achievement motivation. 17% had above average level of achievement motivation. While 16% had average level of achievement motivation, 19% falls on below average and low level of achievement motivation.

ACHIEVEMENT MOTIVATION OF COLLEGE STUDENTS IN MIZORAM IN RELATION TO THEIR PARENTAL EDUCATION.

The mean percentile score of respondents whose parental education is below HSLC on Achievement Motivation was 47.14. Using the interpretation table, this means that college students of Mizoram from coming from below HSLC parents were average in their level of Achievement Motivation. Detailed analysis at the same time shows that out of 106 respondents, 18.87 % had a very high level of achievement motivation. 16.98 % had above average level of achievement motivation. While 19.81 % had average level of achievement motivation, 21.70 % falls on below average and 22.64 % were in low level of achievement motivation.

The mean percentile score (49.80) shows that respondents whose parental education is HSLC were average in their level of achievement motivation. Detailed analysis at the same time shows that out of 97 respondents, 18 respondents (18.56 %) fall on the category of very high level of achievement motivation. 22 respondents (22.68 %) had above average level of achievement motivation. While 16 respondents (16.49 %) had average level of achievement motivation, 25 respondents (25.78 %) falls on below average level of achievement motivation and 16 respondents (16.49 %) were in low level of achievement motivation.

The mean percentile score (48.51) shows that respondents whose parental education is Graduate were average in their level of achievement motivation. Detailed analysis at the same time shows that out of 74 respondents, 14 respondents (18.92 %) have a very high level of achievement motivation. 13 respondents (17.57 %) had above average level of achievement motivation. While 18 respondents (24.32 %) had average level of achievement motivation 13 respondents (17.57%) falls on below average level of achievement motivation. 16 respondents (21.62%) are in low level of achievement motivation.

The mean percentile score (67.96) shows that respondents whose parental education is PG & above were above average in their level of achievement motivation. Detailed analysis at the same time shows that out of 23 respondents, 9 respondents (39.14%) fall on the category of a very high level of achievement motivation. 7 respondents (30.43%) had above average level of achievement motivation. While 4 respondents (17.39%) had average level of achievement motivation, only 2 respondents (8.69%) falls on below average level of achievement motivation and 1 respondent (4.35%) were in low level of achievement motivation.

SIGNIFICANCE OF DIFFERENCE BETWEEN THE ACHIEVEMENT MOTIVATION OF MALE AND FEMALE COLLEGE STUDENTS OF MIZORAM.

The computed 't' value for these two groups of respondents as it is lower than the criterion 't' value shows that the difference in the achievement motivation of these two groups is not significant.

SIGNIFICANCE OF DIFFERENCE OF THE ACHIEVEMENT MOTIVATION OF COLLEGE STUDENTS OF MIZORAM IN RELATION TO THEIR STREAM OF STUDY:

Arts and Science stream: The 't' value for the significance of difference between the Achievement Motivation scores of arts and science students show that there is significant difference between arts and science students, with regard to their Achievement Motivation , is accepted.

Science and Commerce stream: The computed 't' value for respondents of Science and Commerce is lower than the criterion 't' value. This shows that the difference in the achievement motivation of these two groups is not significant.

Arts and Commerce stream: The 't' value for the significance of difference between the Achievement Motivation scores of arts and commerce students show that there is significant difference between arts and science students, with regard to their Achievement Motivation , is accepted.

SIGNIFICANCE OF DIFFERENCE OF THE ACHIEVEMENT MOTIVATION OF COLLEGE STUDENTS OF MIZORAM IN RELATION TO THEIR PARENTAL EDUCATION:

A comparative statistic of respondents categorized according to their parental education was analysed and following conclusions were made:

Below HSLC and HSLC: The computed 't' value for these two groups of respondents as it is lower than the criterion 't' value shows that the difference in the Achievement motivation is not significant.

Below HSLC and Graduate: The computed 't' 2.11 which is higher than the criterion 't' value shows that students whose parental education is below HSLC

differ significantly with students whose parental education is PG& above in achievement motivation.

.Below HSLC and PG & above: The computed 't' value for these two groups of respondents as it is lower than the criterion 't' value shows that the difference in the Achievement motivation is not significant.

HSLC and Graduate: The computed 't' value for these two groups of respondents as it is lower than the criterion 't' value shows that the difference in the achievement motivation is not significant.

HSLC and PG & above: The 't' value for the significance of difference between the achievement motivation scores of students whose parental education is HSLC and PG & above parents show that there is significant difference between students whose parental education is HSLC and PG & above parents with regard to their Achievement Motivation , is accepted.

Graduate and PG & above: The computed 't' which is higher than the criterion 't' value shows that students coming from Graduate parents differ significantly with students coming from PG & above parents in achievement motivation.

SUGGESTIONS FOR FURTHER STUDIES:

- Similar study on 'Achievement Motivation of college students in Mizoram in relation their gender, stream of study and parental education ' can be taken up on a larger scale covering more districts.
- Comparative study of the same nature in relation to location and socio-economic status can be taken up.
- Co-relational study on achievement motivation and academic achievement at different levels of education can also be taken up.

5.2 MAJOR FINDINGS

To study the Achievement Motivation of college students of Mizoram, a standardized Achievement Motivation Scale of Deo-Mohan Achievement Motivation Scale was used. After collecting sample and analysing all the data, the following findings were made:-

5.2.1 Achievement Motivation of College students of Mizoram

The mean percentile score of college students on Achievement Motivation was 49.94. Using the interpretation table, this means that college students of Mizoram were average in their level of Achievement Motivation.

At the same time, a detailed analysis show that out of 300 respondents, 61 respondents (20.33 %) had a very high level of achievement motivation and 60 respondents (20 %) had above average level of achievement motivation. While 59 respondents (19.67 %) had average level of achievement motivation 63 respondents (21%) fall on below average level of achievement motivation. 57 respondents (19 %) fall on the category of low level of achievement motivation.

5.2.2 Achievement motivation of college students in Mizoram in relation to their gender

(a) From the total 300 respondents, there were 173 female respondents. The mean percentile score (49.94) shows that female college students were average in their level of achievement motivation. Detailed analysis at the same time show that out of 173 female respondents, 38 respondents (21.97 %) falls on the category of a very high level of achievement motivation and 34 respondents (19.65 %) have

above average level of achievement motivation. 36 respondents (20.81 %) had average level of achievement motivation. 33 respondents (19.07%) falls on below average level of achievement motivation. And 32 respondents (18.50 %) fall on the category of low level of achievement motivation.

(b) From the total 300 respondents, there were 127 male respondents. The mean percentile score (48.81) shows that male college students were average in their level of achievement motivation. Detailed analysis at the same time show that out of 127 male respondents 24 respondents (18.90 %) had a very high level of achievement motivation. 20.48% had above average level of achievement motivation; 26 respondents fall on this category. And 23 respondents (18.11 %) falls on average level of achievement motivation, that shows male respondents had the lowest score in this category. 29 respondents (22.83 %) has the highest score falls on the category of below average level of achievement motivation and 25 respondents (19.68 %) falls on low level of achievement motivation.

5.2.3 Achievement motivation of college students in Mizoram in relation to their stream of study

(a) From the total 300 respondents, there were 100 respondents from arts stream. The mean percentile score of college students from arts stream on Achievement Motivation was 43.76. Using the interpretation table, this means that college students of Mizoram opting for arts stream were average in their level of Achievement Motivation. Detailed analysis at the same time shows that, out of 100 respondents, 11% had a very high level of achievement motivation. 20% had above average level of achievement motivation. While 22% had average level of achievement motivation, 23% falls on below average level of achievement motivation. The highest score of 24% falls in low level of achievement motivation.

(b) From the total 300 respondents, there were 100 respondents from science stream. The mean percentile score of science students (52.80) shows that they were average in their level of achievement motivation. Detailed analysis at the same time shows that out of 100 respondents, 21 respondents (21 %) fall on the category of very high level of achievement motivation. 23 respondents (23 %) have above average level of achievement motivation. While 21 respondents (21 %) have average level of achievement motivation, 21 respondents (21 %) falls on below average level of achievement motivation. 14 respondents (14 %) were in low level of achievement motivation.

(c) From the total 300 respondents, there were 100 respondents from commerce stream. The mean percentile score (53.25) shows that commerce students were average in their level of achievement motivation. Detailed analysis at the same time shows that out of 100 respondents, 29% had a very high level of achievement motivation. 17% had above average level of achievement motivation. While 16% had average level of achievement motivation, 19% falls on below average and low level of achievement motivation.

5.2.4 Achievement motivation of college students in Mizoram in relation to their parental education

(a) From the total 300 respondents, there were 106 respondents whose parental education is below HSLC. The mean percentile score of respondents whose parental education is below HSLC on Achievement Motivation was 47.14. Using the interpretation table, this means that respondents whose parental education is below HSLC were average in their level of Achievement Motivation. Detailed analysis at the same time shows that out of 106 respondents, 18.87 % had a very high level of achievement motivation. 16.98 % had above average level of

achievement motivation. While 19.81 % had average level of achievement motivation, 21.70 % falls on below average and 22.64 % were in low level of achievement motivation.

(b) From the total 300 respondents, there were 97 respondents whose parental education is HSLC. The mean percentile score (49.80) shows that respondents whose parental education is HSLC were average in their level of achievement motivation. Detailed analysis at the same time shows that out of 97 respondents, 18 respondents (18.56 %) fall on the category of very high level of achievement motivation. 22 respondents (22.68 %) had above average level of achievement motivation. While 16 respondents (16.49 %) had average level of achievement motivation, 25 respondents (25.78 %) falls on below average level of achievement motivation and 16 respondents (16.49 %) were in low level of achievement motivation.

(c) From the total 300 respondents, there were 74 respondents whose parental education is Graduate. The mean percentile score (48.51) shows that respondents whose parental education is Graduate were average in their level of achievement motivation. Detailed analysis at the same time shows that out of 74 respondents, 14 respondents (18.92 %) have a very high level of achievement motivation. 13 respondents (17.57 %) had above average level of achievement motivation. While 18 respondents (24.32 %) had average level of achievement motivation 13 respondents (17.57%) falls on below average level of achievement motivation. 16 respondents (21.62%) are in low level of achievement motivation.

(d) From the total 300 respondents, there were 23 respondents whose parental education is PG & above. The mean percentile score (67.96) shows that respondents whose parental education is PG & above were above average in their level of achievement motivation. Detailed analysis at the same time shows that out of 23 respondents, 9 respondents (39.14%) fall on the category of a very high level of

achievement motivation. 7 respondents (30.43%) had above average level of achievement motivation. While 4 respondents (17.39%) had average level of achievement motivation, only 2 respondents (8.69%) falls on below average level of achievement motivation and 1 respondent (4.35%) were in low level of achievement motivation.

5.2.5 Significance of difference between the achievement motivation of male and female respondents

- There is no significant difference between these two groups of respondents with regard to their achievement motivation.
- The mean score of female is, however higher than male

5.2.6 Significance of difference between the achievement motivation of respondents in relation to their stream of study

(a) Arts and Science stream

- There is a significant difference between these two groups of respondents with regard to their achievement motivation.
- The observed difference is in favor of Science stream as their mean score is higher than Arts stream.

(b) Science and Commerce stream

- There is no significant difference between these two groups of respondents with regard to their achievement motivation.

- The mean score of Commerce students is, however higher than Science students.

(c) Arts and Commerce stream

- There is a significant difference between these two groups of respondents with regard to their achievement motivation.
- The observed difference is in favor of Commerce stream as their mean score is higher than Arts stream.

5.2.7 Significance of difference between the achievement motivation of respondents in relation to their parental education

(a) Below HSLC and HSLC

- There is a significant difference between these two groups of respondents whose parental education is Below HSLC and HSLC with regard to their achievement motivation.
- The observed difference is in favor of respondents whose parental education is HSLC as their mean score is higher than respondents whose parental education is Below HSLC.

(b) Below HSLC and Graduate

- There is no significant difference between these two groups of respondents whose parental education is Below HSLC and Graduate with regard to their achievement motivation.
- The mean score of respondents whose parental education is graduate is, however higher than respondents whose parental education is below HSLC.

(c) Below HSLC and PG & above

- There is a significant difference between these two groups of respondents whose parental education is below HSLC and PG & above with regard to their achievement motivation.
- The observed difference is in favor of respondents whose parental education is PG & above as their mean score is higher than respondents whose parental education is Below HSLC.

(d) HSLC and Graduate

- There is no significant difference between these two groups of respondents whose parental education is HSLC and graduate with regard to their achievement motivation.
- The mean score of respondents whose parental education is HSLC is, however higher than respondents whose parental education is graduate.

(e) HSLC and PG & above

- There is a significant difference between these two groups of respondents whose parental education is HSLC and PG & above with regard to their achievement motivation.
- The observed difference is in favor of respondents whose parental education is PG & above as their mean score is higher than respondents whose parental education is HSLC.

(f) Graduate and PG & above

- There is a significant difference between these two groups of respondents whose parental education is graduate and PG & above with regard to their achievement motivation.
- The observed difference is in favor of respondents whose parental education is PG & above as their mean score is higher than respondents whose parental education is Graduate.

5.3 DISCUSSIONS

From the findings of the present study conducted on the achievement motivation of college students in Mizoram in relation to their gender, stream of study and parental education, the following points are brought forth as discussions:-

- The finding that female respondents were higher in their level of achievement motivation may be due to the fact that female gender is given lower status in the society. The stereo-type gender bias may be one factor which made female respondents to strive for higher achievement to raise their status. It may also be due to the fact that females are more serious and devoted to their studies than male.
- It is popular belief that those students whose performance in HSLC is higher usually opt for Science subject and are usually higher in their level of achievement motivation. The finding of the present study which show higher level of achievement motivation of Commerce students than Arts students

and even Science students may mean that in the present day, the trend of best students opting for Science stream is now on the decline.

- It may be that the higher the parental education, the higher is their expectation and encouragement. As a result of this, their children became more motivated to achieve higher.

5.4 CONCLUSIONS

From the study conducted on Achievement Motivation of college students of Mizoram. The following conclusion was made:-

- College students of Mizoram, regardless of their stream of study were average in their level of achievement motivation.
- There was no gender disparity in terms of level of achievement motivation among the college students of Mizoram and both the genders had average level of achievement motivation. However, female students were found to be slightly higher in their mean percentile score.
- Respondents from the three streams of studies had average level of achievement motivation, but, however, the mean percentile score of Commerce stream students was the highest. There was a significant difference between Arts and Science stream with regard to their achievement motivation, the mean percentile score of science stream was found to be higher than arts stream. There was no significant difference between Science and Commerce stream, but, however the mean percentile score of commerce students was higher than Science students. There was a significant difference between arts and commerce stream with regard to their achievement

motivation, and the mean percentile score of Commerce stream was found out to be higher than Arts stream.

- With regard to their parental education, the college students of Mizoram whose parental education is PG & above scored highest in their mean percentile score and they had above average level of achievement motivation. There was significant difference between respondents whose parental education is below HSLC and HSLC; both the categories had average level of achievement motivation. But, however respondents whose parental education is HSLC were found to be slightly higher in their mean percentile score. There was no significant difference between respondents whose parental education is below HSLC and graduate; both the categories had average level of achievement motivation, but, however, the mean percentile score of respondents whose parental education is Graduate were found to be higher. There was significant difference between respondents whose parental education is below HSLC and PG & above in terms of level of achievement motivation, the mean percentile score of respondents whose parental education is PG & above was found to be higher and they have above average level of achievement motivation while respondents whose parental education is below HSLC had average level of achievement motivation. When compared between respondents whose parental education is HSLC and Graduate, no significant difference was found and both the categories had average level of achievement motivation. But, however, the mean percentile score of respondents whose parental education is HSLC were slightly higher. There was significant difference between respondents whose parental education is HSLC and PG & above, respondents whose parental education is PG & above was found to be higher in their mean percentile score and they have above average level of achievement motivation while respondents whose parental education is HSLC were average in their level of achievement motivation . When compared between respondents whose parental education is Graduate and PG & above, a significant difference was found in terms of

their achievement motivation. Respondents whose parental education is PG & above was found to be higher in their mean percentile score and they have above average level of achievement motivation while respondents whose parental education is Graduate had average level of achievement motivation.

5.5 SUGGESTIONS FOR FURTHER STUDIES

- Similar study on ‘Achievement Motivation of college students in Mizoram in relation their gender, stream of study and parental education’ can be taken up on a large scale covering more districts.
- Comparative study of the same nature in relation to location and socio-economic status can be taken up
- Co-relational study on Achievement Motivation and Achievement at different levels of education can also be taken up.