

A Comparative Study of Achievement, Motivation in Muslim and Non Muslim Families

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INTRODUCTION

Achieving a goal or obtained something is rewarding thing for almost everyone. For some people, the achievement of goal takes on a special importance. They enjoy working to achieve something whether it is in school, in work or in community service. When they achieve a goal, they immediately, set a new one. Such people may be said to have a strong need for achievement. Students with a strong need for achievement are frequently overachievers. That is, they make better grades than their intelligence and ability test scores, would lead one to expect. Need for achievement is a valuable kind of motivation in a society that strongly values individual achievement. Achievement motive is one of the important psychological motives. It concerned with setting goal and achieving them. It is concerned with becoming successful in whatever activity one undertakes and avoiding failure. People with strong achievement motive not only like to excel others, but also try to do better than what they did in past. People with a strong achievement motive choose tasks which are neither very easy not very difficult but the one which they are confident of accomplishing through their best efforts.

Achievement motive or need for achievement (N-Ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was introduced by the psychologist, David McClelland (1958). David McClelland and his associates' investigations of achievement motivation have particular relevance to the emergence of leadership. McClelland was interested in the possibility of deliberately arousing a motive to achieve in an attempt to explain how individuals express their preferences for particular outcomes-a general problem of motivation. In this connection, the need for achievement refers to an individual's preference for success under conditions, of competition. 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 minimize 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.

N-Ach is one of the important social motives. It refers to the desire to meet standards of excellence, to accomplish difficult tasks and to do better than the others. McClelland claims that the level of achievement motivations differs from one individual to another. People in whom achievement motivation is strong want to excel, accomplish and constantly improve their own performance. Such individuals want to do well in whatever situation they are placed. Individual differ greatly in their levels of achievement motivation. Achievements motivation is not inborn but learned. Studies have found that children with high n-Ach have parents in occupations that demand individual achievement. However in certain cultures such as Zuni Indians, individual achievements are look endow.

OBJECTIVES :

To study of achievement motivation of Muslim and Non-Muslim students in joint and nuclear families.

HYPOTHESES :

1. There is no significant difference about achievement motivation between Muslim and non-Muslim students.
2. Nuclear family students are highly motivated in their achievement than joint family students.
3. Male students are highly motivated in their achievement than females.

VARIABLES :

Independent variables

- A) Family type – A-1 Muslim A-2 Non-Muslim
- B) Gender – B-1 Male B-2 Female
- C) Family structure – C-1 Joint C-2 Nuclear

Dependent Variables : achievement motivation

SAMPLING DESIGN AND SAMPLE SELECTION :

For the sample selection procedure researcher used the random selection procedure. After taking proper permission of the concerned Principals, researcher

distributes the research tool to the students and administer achievement motivation test in a proper testing environment. At the primary stage he selected 600 samples from various colleges of Malegaon city. Out of 600 college going students, researcher scrutinized and selects 400 samples, in it 200 from Muslim families and 200 from Non-Muslim families, 200 from joint families and 200 from nuclear families and gender wise 200 males and 200 females.

Before selecting the sample, efforts were taken to identify the appropriateness of college going students belongs to Muslim and Non Muslim families to be included in the sample. As it was difficult to identify college going students from Muslim families, the help was taken from the friends, social workers, and college teachers, neighbors etc. Identification of non-Muslim family students was comparatively simple (All from Hindu Religion). The people who helped in the identification of the respondents were briefed about the research work. Their cooperation and services were sought throughout the data collection process. The age group of college going students was 17 to 22 years.

RESEARCH DESIGN:-

For the present research, researcher used $2 \times 2 \times 2$ Factorial Design, Which is presented in table form.

SELECTION OF RESEARCH TOOLS : [

Achievement Motivation Scale by Deo Mohan (1985). This is constructed by Pratibha Deo, Pune and Asha Mohan, Chandigarh. This scale is designed to measure the achievement level of students. Test-retest reliability coefficient of .83 with an interval of 2.5 months. And validity with projective test was observed .54 and with AAMI of Entwistle 1968 .75 In Marathi test-retest reliability is .81 and in Urdu .82 as well as the validity is accepted by 7 experts from the field of language, psychology.

STATISTICAL ANALYSIS :

Table is showing summary of ANOVA of the dependent variable achievement motivation.

Source	Type III Sum	df	Mean Square	F	Sig.
	Of Squares				
Type of family	1556.303	1	1556.303	6.61	0.05
Gender	1151.123	1	1151.123	4.217	0.05
Structure of family	1975.802	1	1975.802	8.399	0.01
Type of family × Gender	1966.92	1	1966.92	8.36	0.01
Type of family × Structure of family	2719.62	1	2719.62	11.56	0.01
Gender and Structure of family	93.123	1	93.123	0.39	NS
Type of family × Gender × Structure of family	1387.56	1	1387.56	5.86	0.05
Error	92211.2	392	235.23		
Total	8834873.04	400			
Corrected total	101961.47	399			

Significant Level, 0.05= 3.86 0.01= 6.70

Eta Squared effect size, 0.1= small .06= moderate .14= large effect (Cohen, 1988)

In the above table the main effect of first independent variable i.e. type of family (Muslim and non-Muslim family), the F value (1,392) is 6.616, which is significant on 0.05 level because the table values are 0.05= 3.86 and 0.01= 6.70. the obtained F value is greater than 3.86 but smaller than 6.70, hence it is significant on 0.05 level. This means that there is significant difference in scores of achievement motivation for Muslim family college going students and Non Muslim family college going students in terms of their achievement motivation.

The main effect of second independent variable i.e. gender (male and female), the F value (1,392) is 4.217 which is significant on 0.05 level. Since the table values are 0.05= 3.86 and 0.01= 6.70. The obtained F value is smaller than 6.70. This means that there is difference in scores of achievement motivation for male and female college going students.

The main effect of third independent variable i.e. structure of family (Joint and Nuclear family), the F value (1,392) is 8.399, which is significant on 0.01 level, Because the table values are 0.05= 3.86 and 0.01= 6.70 the obtained F value is greater than 6.70, hence it is significant on 0.01 level. This means that is significant difference between

Joint family college going students and Nuclear family College going students in terms of their achievement motivation.

The interaction effect between type of family and gender as well as type of family and structure of family and consolidated interaction between type of family, gender and structure of family are significant on 0.01 and 0.05 respectively. This means there is a significant interaction between groups in terms of achievement motivation. On the other hand the interaction effect between gender and structure of family is not significant. This means that there is no interaction between these IV's.

According to above figures we interpret that there is significant difference between Muslim and non-Muslim college going students in terms of their achievement motivation. Means type of family makes effect on achievement motivation. Hence, we reject our fourth null hypothesis as 'There is no significant difference about achievement motivation between Muslim and non-Muslim students'.

As well as there is significant difference between Joint and Nuclear Family's College going students in terms of their achievement motivation. Means structure of family makes effect on achievement motivation. Hence, we accept and confirm our directional hypothesis as 'Nuclear family students are highly motivated in their achievement than joint family students'. This comparative difference is showing in this table. And there is also significant difference between male and female according to their achievement motivation and accept our directional hypothesis as 'Male students are highly motivated in their achievement than females'.

CONCLUSIONS :

1. Non-Muslim students are more achievement oriented than Muslim students.
2. Those students who are coming from nuclear family are high motivated in their achievement than the joint families
3. Male students are high motivated in their achievement than females.

LIMITATIONS :

The research in the present research work also face the same problems such as

1. The limitations of any paper pencil tests such as response biases, carelessness, positive and negative faking tendency very much affected the responses.

2. As there is a difference in qualification there may be some kind of lacuna in giving responses.
3. The sample size may be somewhat inadequate a larger size could have prevented errors.

SUGGESTIONS AND RECOMMENDATIONS :

1. Cross-cultural comparison should be undertaken among adolescents and youths of different cultures.
2. There should be provision of achievement motivation training centers on grass root level of resident area that will be helpful to enhance an achievement motivation among students.

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