



**A STUDY OF ACHIEVEMENT MOTIVATION OF
FACULTY MEMBERS OF SELF-FINANCED
INSTITUTIONS OF HIGHER EDUCATION**

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ABSTRACT

Achievement motivation is construed as a drive for achieving excellence through one's individual efforts. This characteristic of an individual or of a group of people assumes significance particularly at workplace where it has a bearing on the growth and performance of an organization as well as that of the individuals associated with that organization. In every organization there are individuals, who exhibit a certain degree of achievement motivation more than that of others. They set their goals for themselves, even without being imposed on them to do so, which are challenging in nature, for the target accomplishment and persistently try to achieve that. This trait of an individual or of a group of people impacts the overall output of the organization. In this context of the importance that is implicit with achievement motivation of the human resources of any organization, this paper presents the outcomes of a study which attempted to assess the achievement motivation of faculty members of self-financed institutions of higher education.

KEYWORDS: Achievement, Motivation, Human Resources, Challenges, Opportunities

INTRODUCTION

Motivation of the human resources of an organization is one of the most important factors on which the success of the organization depends. If the employee or the human resources of an organization are highly motivated, that transform into the productivity and overall output of the organization. Various studies have shown that raising the level of motivation of the employee of an organization has significantly increased the output of that organization. Motivation is defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on individuals' emotions and their achievement related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation.

Achievement motivation can be defined as a non-conscious concern for achieving excellence through one's individual efforts. People, who exhibit achievement motivation, set their goals for themselves, which are challenging in nature, assume personal accountability and responsibility for the target accomplishment or goal attainment, and persistently try to achieve the same. In simpler terms, achievement motivation can be defined as the need for success or the attainment of excellence. Individuals in an organization or in any domain of work satisfy their needs through different means and are driven to succeed for various deliberated reasons both internal and external.

The famous American psychologist David Clarence McClelland (1917-98) described the characteristics of an 'achievement motivated' individual as one who seeks achievement, attainment of realistic but

challenging goals, and advancement in the job. Achievement motivation is based on reaching success and achieving all of our aspirations in life. All of our behaviours, actions, thoughts and beliefs are influenced by our inner drive to succeed. Over the years behavioral scientists have observed that some people have an intense need to achieve, others do not seem to be as concerned about achievement.

THE PRESENT STUDY

The present days' organizations are highly competitive in nature and the survival and sustenance of these organizations depend largely on the output as a result by the performance of its employees or human resources. The educational institutions, particularly self financed educational institutions, are almost similar in nature to that of the private corporate houses today. The highly competitive environment for educational institutions poses immense pressure on its human resources with unlimited expectations from them. This phenomenon has implications for its stakeholders in both – positive and negative terms. The circumstances in which the human resources of self-financed educational institutions work today induce various symptoms and syndromes in them. Sometimes it is dejection and depression in some of the employees, while others take the adverse situations as challenges & opportunities and work on it accordingly. Achievement motivation is one of such effects that the employees or the human resources of a self financed educational institution develops in them. Considering the prevailing factors of insecurity and instability in terms of employment in self-financed educational institutions, it seemed worthwhile to study the achievement motivation of the human resources, especially faculty members, of self financed educational institutions of Delhi – NCR; and its relationship with the performances of the individuals.

METHODOLOGY

The purpose of the study was to assess the achievement motivation of the faculty members working in self financed educational institutions of Delhi – NCR. It was attempted to compare the achievement motivation of male and female faculty members of the self-financed educational institutions by collecting adequate data to analyze and interpret. The study adopted descriptive survey method of research to study the existing conditions and phenomenon pertaining to the achievement motivation of the faculty members. The sample constituted 30 male faculty members and 20 female faculty members of a self financed college, which is affiliated to the U.P. Technical University, Lucknow; and 30 male faculty members and 20 female faculty members of a private university situated in Greater Noida. The reason of selecting samples from a self financed college and a self financed university was to look into if there was any difference in achievement motivation of people from these two specific types of academic institutions. The concern was to understand whether the private university claiming to be more organized and systematic than the self financed colleges around, had better work environment. An adapted version of Schuler’s Achievement Motivation Inventory (AMI) was used as the tool of the research. This adapted tool was intended to assess 17 dimensions of work related

achievement motivation. These dimensions are: compensatory effort, competitiveness, confidence in success, dominance, eagerness to learn, engagement, fearlessness, flexibility, flow, goal setting, independence, internality, persistence, preference for difficult task, pride in productivity, self control, and status orientation. The so adapted version of the above test was administered on the respondents and their response was collected and collated. The data so obtained was subjected to suitable statistical analysis and interpretation.

ANALYSIS OF DATA AND DISCUSSION

This section presents the analysis of the data obtained related to achievement motivation of male and female faculty members of the selected sample of self financed college and private university. This is followed by a critical discussion on the result of the analysis of the data.

Achievement Motivation of Male & Female Faculty Members:-

With the help of the data collection tool, an attempt was made to find out the significant difference of achievement motivation of male faculty members and female faculty members of the identified institutions. The following Table-1, presents the result:

Table 1: Difference in the Mean values of Achievement Motivation of male faculty members and female faculty members of the identified institutions (N = 100)

Faculty Members	N	Mean	S.D	T-Score	Significant / not significant
Male faculty members of self-financed educational institutions	60	19.4	6.31		
Female faculty members of self-financed educational institutions	40	18.6	4.6	0.5	Not significant

It is evident from the above Table 1 that the obtained ‘t’ value for the difference between the means of achievement motivation of male

faculty members and female faculty members of the identified institutions is 0.5 which is less than the table value at 0.01 & 0.05 level of

significance. It means two groups do not differ significantly in their achievement motivation. Hence the hypothesis is retained. This shows that the achievement motivation of male faculty members and that of female faculty members of the identified institutions did not differ just because of the gender variable.

Achievement Motivation of Faculty Members across Institutions (College & University):-

The data collection under this category was to investigate whether there was any difference between groups of faculty members of different types of institutions, i.e. between those who are from self financed college or from private university. The following Table-2 presents the result:

Table 2: Difference in the Mean values of Achievement Motivation of faculty members and female faculty members of College & University (N = 100)

Faculty Members	N	Mean	S.D	T-Score	Significant/ not significant
Male faculty members of the self-financed college	30	19.6	4.4	0.6	Not significant
Female faculty members of the self-financed college	20	18.8	4.6		
Male faculty members of the self-financed university	30	19.0	5.5		
Female faculty members of the self-financed university	20	17.2	5.3		

It is evident from the above Table-2 that the obtained 't' value for the difference between the means of achievement motivation of faculty members of College & University (males & females) is 0.60 which is lesser than the table value at 0.01 & 0.05 level of significance. It means two groups do not differ significantly in their Achievement Motivation. Hence the hypothesis is retained. This shows that the achievement motivation of faculty members (males & females) is not affected by their background or affiliations, i.e. whether they are from college or from university. This may be because of the commonality of belonging to the privately managed or self financed educational institutions, where the work environment is more or less same.

MAIN FINDINGS

On the basis of analysis and interpretation, the main findings and conclusion may be summarized here in accordance with the objectives:

- ☆ There is no significant difference between the mean achievement motivation scores of male faculty members and female faculty members of the self financed educational institutions.
- ☆ There is no significant difference between the mean achievement motivation scores of faculty members of self financed college or self financed university.

CONCLUSIONS

The present study has come out with the findings that the types of self financed educational institutions have no bearing on the achievement motivation of its faculty members. The study having been planned on a very small segment of faculty members working the self financed educational institutions may have following implications:

1. The findings of the study may be helpful for the policy makers relating to achievement problems of self financed educational institutions of different categories.
2. The findings of the study may also be potentially helpful to the management of the self financed institutions where they can further explore to find out the ways of improving achievement level of their human resources.
3. The educators & psychologists may also derive insights from the present study.
4. The findings of the study can be of some use to explore further about the factors of achievement motivation and subsequent talent management as well as knowledge management in these institutions.

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