



## REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.2331(UIF)

VOLUME - 7 | ISSUE - 6 | MARCH - 2018



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### RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND LIFE SATISFACTION AMONG COLLEGE STUDENTS

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#### ABSTRACT

*The present study aimed at comparing the on Achievement motivation and its relation to life satisfaction among college students. The objectives of the study is to find out the relationship between achievement motivation and the Life satisfaction among college students. For this purpose, a total of hundred samples from Coimbatore, Pollachi and Tiruppur were selected using Purposive Sampling method. Achievement motivation scale and Satisfaction With Life scale were used. Statistical tools such as correlation and t-test were applied to find out the results. Results shows that there is a positive relationship between General Achievement motivation and Life satisfaction among college students( $r= 0.0326$ ) and there is a positive relationship between High Achievement motivation and Life satisfaction among college students( $r= 0.0327$ ).*



**KEYWORDS :** achievement motivation, Life satisfaction, College students.

#### INTRODUCTION

##### Achievement motivation

Motivation can be 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 your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

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Achievement motivation has been conceptualized in many different ways. Our understanding of achievement-relevant effects, cognition, and behavior has improved. Despite being similar in nature, many achievement motivation approaches have been developed separately, suggesting that most achievement motivation theories are in concordance with one another instead of competing. Motivational researchers have sought to promote a hierarchal model of approach and avoidance achievement motivation by incorporating the two prominent theories: the achievement motive approach and the achievement goal approach. Achievement motives include the need for achievement and the fear of failure. These are the more predominant motives that direct our behavior toward positive and negative outcomes. Achievement goals are viewed as more solid cognitive representations pointing individuals toward a specific end. There are three types of these achievement goals: a performance-approach goal, a performance-avoidance goal, and a mastery goal. A performance-approach goal is focused on attaining competence relative to others, a performance-avoidance goal is focused on avoiding incompetence relative to others, and a mastery goal is focused on the development of competence itself and of task mastery. Achievement motives can be seen as direct predictors of achievement-relevant circumstances. Thus, achievement motives are said to have an indirect or distal influence, and achievement goals are said to have a direct or proximal influence on achievement-relevant outcomes (Elliot & McGregor, 1999).

These motives and goals are viewed as working together to regulate achievement behavior. The hierarchal model presents achievement goals as predictors for performance outcomes. The model is being further conceptualized to include more approaches to achievement motivation. One weakness of the model is that it does not provide an account of the processes responsible for the link between achievement goals and performance. As this model is enhanced, it becomes more useful in predicting the outcomes of achievement-based behaviors (Elliot & McGregor, 1999).

Theorists have proposed that people's achievement goals affect their achievement-related attitudes and behaviors. Two different types of achievement-related attitudes include task-involvement and ego-involvement. Task-involvement is a motivational state in which a person's main goal is to acquire skills and understanding whereas the main goal in ego-involvement is to demonstrate superior abilities (Butler, 1999). One example of an activity where someone strives to attain mastery and demonstrate superior ability is schoolwork. However situational cues, such as the person's environment or surroundings, can affect the success of achieving a goal at any time.

Studies confirm that a task-involvement activity more often results in challenging attributions and increasing effort (typically in activities providing an opportunity to learn and develop competence) than in an ego-involvement activity. Intrinsic motivation, which is defined as striving to engage in activity because of self-satisfaction, is more prevalent when a person is engaged in task-involved activities. When people are more ego-involved, they tend to take on a different conception of their ability, where differences in ability limit the effectiveness of effort. Ego-involved individuals are driven to succeed by outperforming others, and their feelings of success depend on maintaining self-worth and avoiding failure. On the other hand, task-involved individuals tend to adopt their conception of ability as learning through applied effort (Butler, 1999). Therefore less able individuals will feel more successful as long as they can satisfy an effort to learn and improve. Ego-invoking conditions tend to produce less favorable responses to failure and difficulty.

Competence moderated attitudes and behaviors are more prevalent in ego-involved activities than task-involved. Achievement does not moderate intrinsic motivation in task-involving conditions, in which people of all levels of ability could learn to improve. In ego-involving conditions, intrinsic motivation was higher among higher achievers who demonstrated superior ability than in low achievers who could not demonstrate such ability (Butler, 1999). These different attitudes toward achievement can also be compared in information seeking.

Task- and ego-involving settings bring about different goals, conceptions of ability, and responses to difficulty. They also promote different patterns of information seeking. People of all levels of ability will seek information relevant to attaining their goal of improving mastery in task-involving conditions. However they need to seek information regarding self-appraisal to gain a better understanding of their self-capacity

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(Butler, 1999). On the other hand people in ego-involving settings are more interested in information about social comparisons, assessing their ability relative to others.

David McClelland built on this work in his 1961 book, "The Achieving Society." He identified three motivators that he believed we all have: a need for achievement, a need for affiliation, and a need for power. People will have different characteristics depending on their dominant motivator.

### **NEED FOR ACHIEVEMENT**

The need for achievement as the name itself suggests is the urge to achieve something in what you do. If you are a lawyer it is the need to win cases and be recognized, if you are a painter it is the need to paint a famous painting. It is the need that drives a person to work and even struggle for the objective that he wants to achieve. People who possess high achievement needs are people who always work to excel by particularly avoiding low reward low risk situations<sup>1</sup> and difficult to achieve high risk situations.

Such people avoid low risk situations because of the lack of a real challenge and their understanding that such achievement is not genuine. They also avoid high risk situations because they perceive and understand it to be more about luck and chance and not about one's own effort. The more the achievements they make the higher their performance because of higher levels of motivation. These people find innovative clever ways to achieve goals and consider their achievement a better reward than financial ones. They take calculated decision and always appreciate feedback and usually works alone.

The individuals motivated by needs for achievement usually have a strong desire of setting up difficult objectives and accomplishing them. Their preference is to work in the result oriented work environment and always appreciate any feedback on their work. Achievement based individuals take calculated risks to reach their goals and may circumvent both high-risk and low-risk situations. They often prefer working alone. This personality type believes in a hierarchical structure derived primarily by work based achievements.

### **NEED FOR POWER**

The need for power is the desire within a person to hold control and authority over another person and influence and change their decision in accordance with his own needs or desires. The need to enhance their self-esteem and reputation drives these people and they desire their views and ideas to be accepted and implemented over the views and ideas over others. These people are strong leaders and can be best suited to leading positions. They either belong to Personal or Institutional power motivator groups. If they are a personal power motivator they would have the need to control others and a institutional power motivator seeks to lead and coordinate a team towards an end.

The individuals motivated by needs for power have a desire to control and influence others. Competition motivates them and they enjoy winning arguments. Status and recognition is something they aspire for and do not like being on the losing side. They are self-disciplined and expect the same from their peers and teams. They do not mind playing a zero-sum game, where, for one person to win, another must lose and collaboration is not an option. This motivational type is accompanied by needs for personal prestige, and a better personal status.

### **NEED FOR AFFILIATION**

The need for affiliation is urge of a person to have interpersonal and social relationships with others or a particular set of people. They seek to work in groups by creating friendly and lasting relationships and has the urge to be liked by others. They tend to like collaborating with others to competing with them and usually avoids high risk situations and uncertainty.

### **LIFE SATISFACTION**

Andrew (1974) states life satisfaction symbolizing an overarching criterion or ultimate outcome of human experience. Life satisfaction is an overall assessment of feelings and attitudes about one's life at a

particular point in time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive affect, and negative affect (Diener, 1984).

Life satisfaction is characterized, in agreement with the cognitive theory, as "individual's cognitive judgment about comparisons based on the compatibility of their own living conditions with the standards" (Diener, Emmons, Larsen, & Griffen, 1985). Life satisfaction is believed to have antecedents in the work domain, family domain, and personality traits. Ruut Veenhoven (1993) has best summarized Life Satisfaction; "Life satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as-a-whole."

Diener, Suh, Lucas, & Smith (1999) also included the following under life satisfaction: desire to change one's life; satisfaction with past; satisfaction with future; and significant other's views of one's life. "Life-satisfaction is one of the pointers of 'apparent' quality of life along with other indicators of mental and physical health. It is referred as an assessment of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievement (Cribb, 2000). It is assumed that the less the incongruity between the individual's desires and achievements, the more life satisfaction he/she has (Diener, Oishi, & Lucas, 2003).

The Affective theory, on the contrary, feels life satisfaction to be an individual's conscious experience as to the dominance of their positive emotions over their negative emotions. In recent research conducted life satisfaction is assessed as the degree of the positive emotions experienced (Frisvold, 2006; as cited in Simsek, 2011).

## REVIEW OF LITERATURE

Outside the United States of America, Glatzer and Zapf (1984) reported studies from the Nordic countries by Allardt (1975). Heady and Wearing (1992) performed one of the first large-scale longitudinal survey on life-satisfaction in Australia. Review studies on cross-national differences in happiness, cultural bias or societal quality were published by Veenhoven (1984), Argyle (1987) and Meyers (1992). "Bottom-up" theories of life satisfaction (e.g., Brief, Butcher, George, & Link, 1993) recommend that life satisfaction represents an overall attitude, composed of components of satisfaction in various domains of life.

Andrews & Withey, (1976) state that importance of any one specific life domain of life satisfaction varies by population. The relations between Income and Life Satisfaction became an important area of study in the early nineties. The relationship between income and subjective well-being whether relative or absolute was a subject of study by Diener, E., Sandvik, E., Seidlitz, L., & Diener, M. (1993).

Richard A. 1995 also saw income and Individual happiness as a vital component of Life Satisfaction in the study on Utility Income, Aging, Health and Well-Being. Along with income health also became associated with life satisfaction Kim, O (1997) in his study on older Korean immigrants observed that Loneliness was a deterrent to life satisfaction and also a predictor of health perceptions. The subjective evaluation of different aspects of life is known to correlate fairly strongly with life satisfaction (Ateca-Amestoy, Serrano-del-Rosal, & Vera-Toscano, 2008; Lloyd & Auld, 2002; Van Praag & Ferrer-i-Carbonell, 2004; Van Praag et al, 2003). Evaluations of finance, health, and job satisfaction, together with leisure satisfaction are the four most important correlates (Van Praag et al., 2003).

Ateca-Amestoy et al. (2008) and Spiers and Walker (2009) find positive associations between leisure satisfaction and life satisfaction. Neal et al. (1999) constructed a model based on the assumption that "life satisfaction is functionally related to satisfaction with all of life's domains and subdomains" (Neal, Sirgy, & Uysal, 1999, p. 154).

In 2004, Neal and Sirgy (2004) further validated this model by LIFE SATISFACTION: A LITERATURE REVIEW The Researcher- International Journal of Management Humanities and Social Sciences July-Dec 2016, 1(2) 29 demonstrating that there is a correlation between satisfaction with leisure life and satisfaction with life in general. Sirgy, Rahtz, Cicic, and Underwood (2000) developed a similar model and included leisure as part of the "global satisfaction with other life domains" (Sirgy & Comwell, 2001; Sirgy et al., 2000).

Rode, Joseph Charles (2002) examined a job and life satisfaction model that included both environmental conditions and personality measures within a longitudinal framework and national representative sample to better understand the relationship of job satisfaction and life satisfaction over time. Satisfaction with Life Index was created calculating, subjective wellbeing on the basis of health, wealth and access to basic education (White, Adrian (2007).

Life Cycle Happiness and its Sources was tried to be found out Easterlin, Richard A. 2006; Van Praag, Bernard M.S., and Ada Ferrer-i-Carbonell (2008) and relationships among stressful life events, temperament, problem behavior was also tried to be studied McKnight, C. G., Huebner, E. S., & Suldo, S. M. (2002). Reschly, A. L., Huebner, E. S., Appleton, J. J., & Antaramian, S. (2008).

Life satisfaction was studied amongst the below poverty line in India, Biswas-Diener, R., & Diener, E. (2001). Satisfaction with Life Index was created calculating, subjective well being on the basis of health wealth, and access to basic education. White, Adrian (2007). Tremblay et al. (2006) examined the role of subjective vitality and the perception of stress as mediators between general life satisfaction and post-traumatic physiological and psychological health. They found that satisfaction with life optimistically predict subjective vitality and negatively predicted perceived stress. Both resilience as well as perceived positive stress are positively related to life satisfaction (Abolghasemi & Varaniyab, 2010). This demonstrates that life satisfaction increases with an increase in resilience and a decrease of stress. Other conditions that influence life satisfaction include demographic, environmental, and interpersonal factors (Koohsar & Bonab, 2011).

Saari and Judge (2004) add that factors such as taking pleasure in life, finding life meaningful, consistency at the matter of reaching goal satisfaction, positive individual identity, physical fitness, economical security, and social relationships are all important life satisfaction indicators. The twenty first century ushered in specific studies on Life Satisfaction.

Ashley D. Lewis, E. Scott Huebner, Patrick S. Malone & Robert F. Valois (2011) tried to find out the various components of Life Satisfaction in particular age groups such as adolescents Kohler et al. (2005), The authors analyze the effects of partnerships and having children on Their results show that the first child increases happiness for women but not for men, and that the magnitude of the effect is considerable (half or more the size of the effect of being in a partnership). Additional children are found to lower female happiness (and do not affect men). Gender and Life Satisfaction also is an important study on life satisfaction stating the reasons of Life satisfaction among women.

The study depicts that women have average level of life LIFE SATISFACTION: A LITERATURE REVIEW The Researcher- International Journal of Management Humanities and Social Sciences July-Dec 2016, 1(2) 30 satisfaction at all age levels. It is found that with an increase in age, the overall life satisfaction decreases; whereas, with an increase in personal income, the overall life satisfaction increases. Moreover, with an increase in family income, the overall life satisfaction of women also increases. Calasanti, T. M. (2009); Carme Traid, W. (2009); Machinov and Fernandez (2012). Muzamil Jan\* and Tasia Masood (2008); Sandra HS, Hughey AW 2003. African American Women; Kousha M, Moheen N 2004; Khanna Shipra (2015). The direction of this relationship continues to be a source of debate. Dispositional explanations, for example, propose a 'spillover' (Schmitt & Mellon, 1980) of general affective states of life satisfaction to the job situation (Judge & Locke, 1993; Staw, Bell, & Clausen, 1986). Conversely, Rousseau (1978) and Chacko (1983) contend that job satisfaction had a greater influence on life or non-work satisfaction than vice versa. They argued that this was explained by the valence or value individuals place on work in general. Recent empirical studies by Adams et al. (1996) and Judge et al. (1998) affirm this underlying sequence. Likewise, Wright and Staw (1999) reviewed expectancy theory, goal-setting theory, and attribution theory, and concluded that each theory predicts that positive mood is related to motivation across a wide range of situations.

Empirically, several studies have found a relationship between subjective well-being and individual performance in the work domain (Cropanzano & Wright, 1999; Staw & Barsade, 1993; Staw, Sutton, & Pelled, 1994; Wright & Cropanzano, 1997, 2000). However, in their study of CEO life satisfaction and firm performance in small entrepreneurial firms, Daily and Near (2000) found no significant relationship.

**METHODOLOGY****OBJECTIVES**

- To find out the difference between Male and Female in Selected variables.
- To find out the relationship between Life satisfaction and General achievement motivation
- To find out the relationship between Life satisfaction and High achievement motivation

**HYPOTHESES**

- There is no relationship between Life satisfaction and General achievement motivation
- There is no relationship between Life satisfaction and High achievement motivation
- There is no significant difference exist between male and female in Life satisfaction
- There is no significant difference exist between male and female in General achievement motivation
- There is no significant difference exist between male and female in High achievement motivation

**SAMPLE:**

From various places of coimbatore district of tamilnadu state,130 students (65 male students and 65 female) were taken as sample for the current study using purposive sampling method.

**TOOLS:**

1. SATISFACTION WITH LIFE SCALE (Diener E. et al, 1985)
2. RAO ACHIEVEMENT MOTIVATION TEST by Dr. D. Gopal Rao (1974)

**PROCEDURE:**

From various places of coimbatore district of tamilnadu state, initially 140 students were approached and explained the need for the study to them,130 interest students were administered with the SATISFACTION WITH LIFE SCALE and Rao achievement motivation scale out of the 130 data ,there whose responses were complete for both scales alone were included and a final of 100 students (50 males &50 females) were selected as the sample for the study.

**Analysis of Data:**

The collected data were analyzed using mean, standard deviation and t-value.

**RESULTS AND DISCUSSION**

**Table I**  
**Relationship between Variables**

Variables	Mean	S.D	r-value
Life satisfaction	22.93	3.3173	0.0326
General Achievement	10.01	1.9467	
Life satisfaction	22.93	3.3173	0.0341
High Achievement	29.97	5.8403	

Table I shows the relationship between Life satisfaction and General achievement motivation and the relationship between Life satisfaction and High Achievement motivation. It clearly shows that There is a positive relationship exists between Life satisfaction and General achievement motivation( $r=0.0326$ ). Hence, the Null hypothesis "There is no relationship between Life satisfaction and General achievement motivation is rejected". It also shows that There is a positive relationship exists between Life satisfaction and High



achievement motivation( $r=0.0341$ ).Hence, the Null hypothesis “There is no relationship between Life satisfaction and General achievement motivation is rejected”.

**Table II**  
**Difference between Males and females in Life satisfaction**

Variables	Mean	S.D	t-value	Significance
Males	22.14	4.2755	-2.3914	Not Sig**
Females	23.7	1.6031		

Not Sig\*\*=Not Significant at 0.05 level

Table II shows the difference between the male and female in Life satisfaction. In this table, t value shows the significance difference between variables. t-value shows there is a significance difference exist between males and females in Life satisfaction( $t=-2.3914$ ).It indicates that life satisfaction may be differ according to their gender and also their individual characteristics and personal achievements. Hence, the null hypothesis “There is no significant difference exist between male and female in Life satisfaction is Rejected”.

**Table II**  
**Difference between Males and females in General Achievement motivation**

Variables	Mean	S.D	t-value	Significance
Males	9.82	2.0561	-1.0742	Not Sig**
Females	10.24	1.8062		

Not Sig\*\*=Not Significant at 0.05 level

Table III shows the difference between the male and female in General Achievement motivation. In this table, t value shows the significance difference between variables. t-value shows there is a significance difference exist between males and females in General Achievement motivation ( $t=-1.0742$ ).It indicates that General Achievement motivation may be differ according to their gender and also their individual characteristics and personal achievements. Hence, the null hypothesis “There is no significant difference exist between male and female in General Achievement motivation is Rejected”.

**Table III**  
**Difference between Males and females in High achievement motivation**

Variables	Mean	S.D	t-value	Significance
Males	30.54	6.1683	1.0732	Not Sig**
Females	29.28	5.4186		

Not Sig\*\*=Not Significant at 0.05 level

Table III shows the difference between the male and female in High achievement motivation. In this table, t value shows the significance difference between variables. t-value shows there is a significance difference exist between males and females in High Achievement motivation ( $t=1.0732$ ).It indicates that High Achievement motivation may be differ according to their gender and also their individual characteristics

and personal achievements. Hence, the null hypothesis "There is no significant difference exist between male and female in High achievement motivation is Rejected".

### SUMMARY AND CONCLUSION:

This section deals with total work of researcher.

Objectives:

- **To find out the difference between Male and Female in Selected variables.**
- **To find out the relationship between Life satisfaction and General achievement motivation**
- **To find out the relationship between Life satisfaction and High achievement motivation**

The researcher interested to test any difference and any relationship exists between Life satisfaction and achievement motivation. From various places of coimbatore district of tamilnadu state,130 students (65 male students and 65 female) were taken as sample for the current study using purposive sampling method. From various places of coimbatore district of tamilnadu state, initially 140 students were approached and explained the need for the study to them,130 interest students were administered with the Satisfaction with life scale by Diener E et al.,(1985) and Rao achievement motivation scale by Gopal Rao(1974) out of the 130 data ,there whose responses were complete for both scales alone were included and a final of 100 students (50 males &50 females) were selected as the sample for the study. The collected data were analyzed using mean, standard deviation and t-value. Following conclusions were derived from the analysis.

### CONCLUSION:

- There is no relationship between Life satisfaction and General achievement motivation is rejected.
- There is no relationship between Life satisfaction and High achievement motivation is rejected.
- There is no significant difference exist between male and female in Life satisfaction is rejected.
- There is no significant difference exist between male and female in General achievement motivation is rejected.
- There is no significant difference exist between male and female in High achievement motivation is rejected.

### SUGGESTIONS FOR FUTURE RESEARCH

1. Conduct a similar study using a different age group and compare the results of the two studies.
2. Conduct a similar study for middle aged male and female compare the results of the two studies.
3. Conduct a similar study in another region of the India and compare the results of the two studies.

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