



# REVIEW OF RESEARCH

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## A COMPARATIVE STUDY OF ACHIEVEMENT MOTIVATION AMONG MALE-FEMALE AND ENGLISH-MARATHI MEDIUM ADOLESCENTS

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### ABSTRACT :

The present study examined achievement motivation among adolescents with reference to gender and medium of instruction. The study adopted a comparative, cross-sectional, quantitative design. A total sample of 100 adolescents aged 12 to 16 years was selected from Aurangabad city, Maharashtra. The sample consisted of 50 male and 50 female adolescents, and an equal number of English-medium and Marathi-medium students. Each of the four cells of the 2 x 2 design included 25 adolescents. Achievement motivation was measured with the Achievement Motivation Scale (n-Ach) by Deo and Mohan. Descriptive statistics and two-way ANOVA were used for data analysis. Results indicated that male adolescents obtained higher mean achievement motivation scores than female adolescents, but the gender difference was not statistically significant,  $F(1, 96) = 2.66, p > .05$ . English-medium adolescents showed significantly higher achievement motivation than Marathi-medium adolescents,  $F(1, 96) = 12.27, p < .01$ . The interaction effect of gender and medium of instruction was not significant,  $F(1, 96) = 1.35, p > .05$ . The findings suggest that medium of instruction is meaningfully associated with achievement motivation in the present sample, whereas gender and the gender x medium interaction were not statistically significant.



**KEYWORDS :** adolescents, achievement motivation, gender, English medium, Marathi medium, two-way ANOVA, APA style.

### INTRODUCTION

Adolescence is a significant developmental stage in which students gradually move toward independence, identity formation, academic responsibility, and career planning. During this period, motivation becomes an important psychological factor because adolescents are expected to work toward educational goals, compete with peers, and make decisions related to future achievement.

Achievement motivation refers to the inner tendency to strive for excellence, attain goals, and experience satisfaction after successful performance. It influences academic persistence, aspiration level, task selection, and willingness to work hard despite obstacles. Adolescents with high achievement

motivation generally prefer challenging tasks, show better goal orientation, and respond positively to academic expectations.

In the Indian educational context, gender and medium of instruction may influence students' achievement-related attitudes. Male and female adolescents may experience different family expectations, socialisation patterns, and opportunities for autonomy. Similarly, English-medium and Marathi-medium students may differ in exposure to academic resources, competitiveness, and perceived educational opportunities. Therefore, comparing achievement motivation across gender and medium of instruction is useful for understanding adolescent academic development.

## REVIEW OF LITERATURE

Atmoko et al. (2022) examined gender-based differences in achievement motivation and learning behavior among Indonesian high-school students during COVID-19. Using cluster sampling and Mann-Whitney analysis, they found significant gender differences; female students showed stronger motivation and learning behavior. The study supports considering gender while interpreting adolescents' achievement motivation scores in schools.

Bala (2023) studied gender differences in psychological capital, social support, and achievement motivation among 200 adolescents from Jalandhar government secondary schools. Results showed no significant male-female difference in achievement motivation, although female adolescents reported higher social support. This suggests motivational differences may depend on contextual support, not gender alone.

Tarkase (2024) compared English-medium and Marathi-medium secondary students from Parbhani on mental health, achievement motivation, and anxiety. English-medium students obtained significantly higher achievement motivation than Marathi-medium students, suggesting that school resources, teaching methods, feedback, and career exposure may influence adolescents' academic drive. The finding directly supports medium-wise comparison in studies.

Wang and Yu (2023) reviewed 53 studies on academic self-concept, achievement, motivation, performance, self-efficacy, and gender moderation. They concluded that academic self-concept positively influences motivation and achievement, while gender can moderate these relationships. The review highlights that gender stereotypes may shape students' confidence, goals, and achievement-oriented behavior in adolescence significantly.

## RESEARCH METHODOLOGY

### Statement of the Research Problem

To study achievement motivation among male and female adolescents in English- and Marathi-medium schools.

### Objectives

- 1) To compare the achievement motivation of male and female adolescents.
- 2) To compare the achievement motivation of English-medium and Marathi-medium adolescents.
- 3) To examine the interaction effect of gender and medium of instruction on achievement motivation.

### Hypotheses

- 1) H1: Male and female adolescents will differ significantly in achievement motivation.
- 2) H2: English-medium and Marathi-medium adolescents will differ significantly in achievement motivation.
- 3) H3: There will be a significant interaction effect of gender and medium of instruction on achievement motivation.

### Variables

The **independent variables** were gender (male and female) and medium of instruction (English and Marathi). The **dependent variable** was achievement motivation.

### Research Design

The study followed a comparative, cross-sectional, quantitative survey design. A 2 x 2 factorial design was used with gender and medium of instruction as the two independent variables.

### Population and Sample

The population consisted of adolescent students aged 12 to 16 years from Aurangabad city, Maharashtra. The total sample included 100 adolescents: 50 male and 50 female students. The sample also included 50 English-medium and 50 Marathi-medium adolescents. Each cell contained 25 adolescents.

**Table 1**  
*Sample Distribution by Gender and Medium of Instruction*

Medium of instruction	Male	Female	Total
English	25	25	50
Marathi	25	25	50
Total	50	50	100

### Sampling Technique

The thesis reports that a non-probability random sampling method was used for selecting adolescents from the study area.

### Research Tool

#### Achievement Motivation Scale (n-Ach)

The Achievement Motivation Scale (n-Ach), developed by Dr. Pratibha Deo and Dr. Asha Mohan, measures achievement motivation among students using 50 items across 15 dimensions. It includes 37 positive and 13 negative items, with responses rated as Always, Frequently, Sometimes, Rarely, and Never. Positive items are scored 4 to 0, while negative items are reverse scored. Total scores range from 0 to 200, with higher scores indicating greater motivation. Test-retest reliability is .69 overall, .67 for males, and .78 for females. Concurrent validity is .54 with a projective test and .75 with the Aberdeen Academic Motivation Inventory, with norms provided in z-scores for ages 13 to 20.

### Statistical Analysis and Results

Data were analysed by using mean, standard deviation, and two-way ANOVA. The revised analysis was computed for a total sample of 100 adolescents, with 25 adolescents in each cell of the 2 x 2 design.

**Table 2**  
*Descriptive Statistics for Achievement Motivation by Gender and Medium*

Group	n	M	SD
Male adolescents	50	106.98	21.68
Female adolescents	50	99.89	24.26
English-medium adolescents	50	111.05	23.97
Marathi-medium adolescents	50	95.81	19.77

Total adolescents	100	103.43	23.17
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**Table 3**  
*Achievement Motivation Scores of Four Classified Groups*

Group	n	M	SD
Male English-medium adolescents	25	117.12	21.97
Male Marathi-medium adolescents	25	96.83	16.20
Female English-medium adolescents	25	104.98	24.78
Female Marathi-medium adolescents	25	94.79	23.10

**Table 4**  
*Two-Way ANOVA for Achievement Motivation*

Source	SS	df	MS	F	p
Gender	1256.70	1	1256.70	2.66	> .05
Medium of instruction	5806.44	1	5806.44	12.27	< .01
Gender x Medium	637.56	1	637.56	1.35	> .05
Error	45426.70	96	473.19		
Total	53127.41	99			

#### Comparison of Male and Female Adolescents

Male adolescents obtained higher achievement motivation scores ( $M = 106.98$ ,  $SD = 21.68$ ) than female adolescents ( $M = 99.89$ ,  $SD = 24.26$ ). However, the difference was not statistically significant,  $F(1, 96) = 2.66$ ,  $p > .05$ . Therefore,  $H_1$  was not supported in the revised sample of 100 adolescents.

#### Comparison of English and Marathi Medium Adolescents

English-medium adolescents obtained higher achievement motivation scores ( $M = 111.05$ ,  $SD = 23.97$ ) than Marathi-medium adolescents ( $M = 95.81$ ,  $SD = 19.77$ ). The difference was statistically significant,  $F(1, 96) = 12.27$ ,  $p < .01$ . Therefore,  $H_2$  was supported.

#### Interaction Effect

The interaction effect between gender and medium of instruction was not statistically significant,  $F(1, 96) = 1.35$ ,  $p > .05$ . This result indicates that the difference between English-medium and Marathi-medium adolescents was generally consistent across male and female groups. Therefore,  $H_3$  was not supported in the revised sample of 100 adolescents.

### DISCUSSION

The findings show that male adolescents scored higher on achievement motivation than female adolescents, but the difference was not statistically significant in the revised sample. This indicates that gender alone did not reliably predict differences in achievement motivation among the selected adolescents. The observed mean difference may be related to social expectations, academic encouragement, freedom to plan a career, or culturally shaped achievement roles, but the statistical evidence was insufficient to confirm a significant gender effect.

The study found that English-medium adolescents showed significantly higher achievement motivation than Marathi-medium adolescents. English-medium schooling may provide greater exposure to competitive academic contexts, career-related information, and achievement-oriented peer

groups. At the same time, this finding suggests the need to strengthen motivational support and educational resources for Marathi-medium adolescents.

The interaction effect was not significant. Although the highest mean score was observed among male English-medium adolescents and the lowest among female Marathi-medium adolescents, the combined effect of gender and medium was not statistically reliable in the sample of 100 adolescents. Thus, the medium of instruction emerged as the main significant factor in the revised analysis.

## CONCLUSION

The present study concluded that male adolescents had higher mean achievement motivation than female adolescents, but the gender difference was not statistically significant. English-medium adolescents had significantly higher achievement motivation than Marathi-medium adolescents. The interaction effect between gender and medium of instruction was not significant. The findings indicate that achievement motivation among adolescents is associated mainly with the medium of instruction in the revised sample of 100 adolescents. Parents, teachers, and counsellors should provide equal encouragement, goal-setting support, and achievement-oriented guidance to all adolescents, especially students who may receive fewer motivational opportunities.

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