



# A STUDY OF ACHIEVEMENT MOTIVATION AND ANXIETY AMONG THE CHILDREN OF WORKING AND NON-WORKING WOMEN

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## **ABSTRACT**

*The aim of the present study is to investigate the effects of achievement motivation (AM) and anxiety (AN) on the children of working and non-working women. These kids are in high school. A random sample of 10 secondary schools in the city of Ahmedabad was selected for this study. A unit of 250 children was selected for data collection, of which 90 were working children and 160 were non-working women. The resulting analysis showed that the children of working women were more affordable than the children of non-working women. Moreover, there is a significance difference between the anxiety of working and non-working women's children. After the analysis of anxiety of working and non-working women's children, girls of working women showed the highest anxiety. These may be associated with some reasons, like girls have to share part of their women responsibility and the girls working women do not get required attention, guidance and care during their formative period.*

**Key Word:** (1) Achievement Motivation (2) Anxiety

**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. In other word, Achievement is task-oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion.

Heckhausen, (1967), Striving to increase or maintain as high as possible one's abilities in all activities that are believed to have excellence and where the implementation of such activities can therefore either succeed or fail.

According to McClelland (1961), Achievement motivation theory is a miniature system that is applied in a specific context, a domain of achievement-oriented activities characterized by the fact that one is responsible for the result (success or failure), assuming unambiguous knowledge results and some uncertainty or risk. In this study, achievement motive means that their mother raises the children's achievement as high as possible to get a good score in high school studies. This is a concern about the estimated performance of children in meeting school goals.

**2) Anxiety:** The term "anxiety" means anxiety, nervousness, or worry about something the outcome of which is uncertain for the child. Anxiety also means a strong desire to do something or have something happen in the near future.

Anxiety is an unpleasant state of inner restlessness, often accompanied by nervous behavior. It is a subjectively unpleasant feeling of fear before expected events. Anxiety is not the same as fear, which is a reaction to real or perceived imminent danger. But it is the prevention of future danger. In the present study, anxiety refers to worry or nervousness of mothers about their child in relation to the child's future performance in secondary education.

## **1. INTRODUCTION**

The need for achievement is the springboard for achievement motivation. In a competitive society, the desire to surpass or catch up with others. level above peers is called achievement motivation. Atkinson and Feather (1966) defined achievement motivation as a latent tendency that manifests itself as over striving only when the individual views performance as important



to a sense of personal fulfillment. A related, but probably separate, achievement motive is anxiety or the failure avoidance motive (also called fear of failure). Achievement motivation also plays an important role. The family plays an important role in the development of successful motivation. In the family, it is women's job to provide the necessary guidance and training in the early years for the development of achievement motivation. Thus, women doing all kinds of work may have different effects on the development of children's achievement motivation. A child's anxiety is also due to his family background and depends a lot on his wives.

## 2. OBJECTIVES:

The following objectives were set for this study:

1. To assess the level of achievement motivation and anxiety among working and non-working women in Ahmedabad city.
2. To investigate sex-specific levels of achievement motivation and anxiety in children of working and non-working women.

## 3. HYPOTHESIS:

- 1) There was no significant difference in the achievement score of children of working and non-working women.
- 2) There was no significant difference between the achievement scores of boys and girls of working and non-working women.
- 3) There was no significant difference in the anxiety scores of children of working and non-working women.
- 4) There were no significant differences. differences anxiety scores of employed and unemployed female boys and girls.

## 4. METHOD AND PROCEDURE:

### **Research Design**

Descriptive research method was used in this study. This research method helps to explain the educational phenomenon through the opinions of children of working and non-working women, working conditions and non-working conditions.

### **Variants**

In this study, achievement motivation and work and non-work anxiety. women's children belonged. Thus, the following variables were considered in this study:

1. Women - working and non-working women
2. Gender - Boys and Girls

### **Sample**

The main unit of data collection for the study was a sample of IX standard students from ten randomly selected secondary schools in the city of Ahmedabad. The selected schools represent students of different socio-economic status in the region. A total of 250 students were selected for the data collection, of which 90 were children of working women and 160 were children of non-working women. The sample was selected using a stratified mass sampling method.

### **Tools**

The following tools were used for data collection:

#### **1. Achievement Motivation Scale (A.M.S.):**

This scale was developed by Dr. R.S. Patel and published in Akash Manomapan Kendra (Psychological Centre), 2009. This scale was developed based on McClelland's principle of achievement motivation. This scale has 25 statements. This scale has a reliability of 0.70-0.72 and a validity of 0.64. Norms were compiled for the Gujarati population of the Indian state of Gujarat.

#### **2. Anxiety Scale (AS):**

The anxiety scale was developed and standardized by Dr. R.S. Patel (2009), Published by Akash Manomapan Kendra, Ahmedabad, 2009. This scale has 25 statements about different stages of anxiety. This scale has a reliability of 0.72 and a validity of 0.68. Standards were prepared for the Gujarati population of the Indian state of Gujarat.

## 5. ANALYSIS AND INTERPRETATION OF DATA

From the data of class IX student of Ahmedabad City High School, it was revealed that if we look at the average achievement score of working and non-working children, it was found that the children of working women are more attainable than the outcomes of non-working children. Working women children.

**Table-1**  
**Achievement levels of the Children of Working and Non-working women**

Group of Children	N	Achievement		t	Level
		Mean	SD		
Working Women Children	90	13.60	2.46	3.20	0.01
Non-Working Women Children	160	12.54	2.83		

Table-1 indicate that the mean achievement score was in favor of the working women children and the difference of the mean were statistically significant at 0.01 level as t value is 3.20 which is greater than the table value 2.58.

**Table-2**  
**Achievement Score by Sex**

Group of Children	N	Achievement		t	Level
		Mean	SD		
Working Women Children				2.58	0.01
BOYS	50	13.82	2.48		
GIRLS	40	12.43	2.67		
Non-Working Women Children				1.97	0.05
BOYS	85	13.63	2.84		
GIRLS	75	12.45	2.77		

NS = Non Significant

- I. The mean score of boys and girls of working women's children is 13.82, and 12.43 respectively and t-value for this group is 2.58 which is significant at 0.01 level ( $t_{01} = 2.58$ ). It is also in the favor of boys as compare to girls. So, the null hypothesis  $H_{02}$  is rejected and there is a difference between boys and girls. Boys are most achievement oriented than girls in working women's children.
- II. Similarly the mean score of boys and girls of non-working women's children is 13.63 and 12.45 respectively and the t-value is 1.97 which is significant at 0.05 level. ( $t_{05} = 1.96$ ). This shows that null hypothesis  $H_{02}$  is rejected and there is a difference between boys and girls and Boys are more achievement oriented as compare to girls in non-working women's children.

Comparing boys and girls of both working and non-working women it was found that boys of working women were most achievement oriented than all other groups.

The Comparison was made of the working and non-working women's children in terms of their mean anxiety score shown in table-3.

**Table-3**  
**Mean Anxiety levels of the children of working and non-working women.**

Group of Children	N	Anxiety		t	P
		Mean	SD		
Working Women Children	90	5.54	2.61	1.98	0.05
Non-Working Women Children	160	5.75	2.66		

The mean score was in favor of non-working women's children. The mean difference of the two groups were statistically significant at 0.05 level as the t-value is 1.98. This shows that the null hypothesis  $H_{03}$  is rejected and it is in the favor of non-working women's children.

The anxiety score of non-working women's children is higher than the working women's children.

The anxiety score of the boys and girls are represented in the table-4.

**Table-4 : Mean Anxiety Score by Sex**

Group of Children	N	Anxiety		t	Level
		Mean	SD		
Working Women Children					
BOYS	50	5.45	2.29	0.81	N.S.
GIRLS	40	5.84	2.22		
Non-Working Women Children					
BOYS	85	5.71	2.55	1.96	0.05
GIRLS	75	5.81	2.68		

From the above table-4, the anxiety mean of boys and girls of working women is 5.45 and 5.84 respectively and t-value is 0.81, which is not significant at any level.

Similarly the anxiety mean score of boys and girls of non-working women is 5.71 and 5.81 respectively and t-value is 1.96, which is significant at 0.05 level. This shows that null hypothesis  $H_{04}$  is accepted in working women children and is rejected non-working women children.

Comparing the sons and daughters of both working and non-working women, it was shown that daughters of working women were more anxious than boys, and in the group of non-working women, girls also have more anxiety, and this is important for children. . of non-working women. for social reasons.

## 7. DISCUSSION OF FINDINGS

There have been many studies that have touched on the broad domains of achievement motivation and anxiety. This study found that working female students are more attainable than non-working female students. The main reasons can be the following. First, most or working women are educated so that they can provide the best guidance to their children. Second, women workers are economically and socially independent. Third, working women are more experienced and effective in providing psychological guidance to their children, after analyzing the anxiety of children of working and non-working women, girls of working women showed the most anxiety. There could be three reasons for this. First, "working female girls must share their feminine part, responsibility" second, working girls do not receive the attention, guidance and care they need from their wives at work during their development. Third, they get through. burdensome because at the same time they have to learn and bear part of the responsibility of women.

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