Gender Differences in Achievement Motivation

Abstract

The paper deals with gender differences in achievement motivation of university students as well as searches for specific aspects of personality that participate in achievement motivation. At the same time it presents an overview of the number of differences found out by means of LMI methodology.

Key words: Achievement motivation, gender, students, gender differences, independence, self-confidence, persistence.

Society gives moral and material rewards mainly to those individuals who achieve better-than-average results in their field and possess volitional characteristics such as diligence, persistence, determination, etc. Achievement orientation can be observed during the whole ontogenesis (play, school, leisure activity, work). The need for achievement evolves gradually as the individual's self evolves. It includes the need for autonomy, which appears distinctly during the stage of becoming independent at about the age of three. Apart from it also the need for competence, which is inseparably linked to the former, is actualized relatively soon. It is the need “to be somebody”, “to understand something”, “to know, to be able to do something”.

The study of motivation is undoubtedly of fundamental importance for the understanding of human personality. Motivation creates prerequisites for miscellaneous employment opportunities of the individual because it is a kind of driving power of human activity. The current increase in requirements imposed upon a young person either at school, in the family or in employment requires an adequate level of motivation for activities he/she does and which form the basis for reaching the set goals. According to J. Ferjenčík and P. Tatranová (2001) motivation determines how a person will behave and what will be the result of their action. The important status of motivation is also confirmed by the Fleischman – Gagne's rule, which freely states that besides abilities, motivation is a crucial factor in