Effect of achievement motivation on well being of working men and women in public and private sector

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ABSTRACT: A working woman bearing dual responsibility with family and at job cannot discharge her duties equally efficiently; feels tense and continuous tension creates stress which in turn may affect her mental health status. Psychological well-being has been expressed as a broad construct with numerous cognitive and affective components such as satisfaction with life, positive and negative emotions, pleasure, contentment, and congruence between anticipated and attained life aims. Aim of the present study is to investigate the relationship of achievement motivation with psychological well being of working women. Sample consists of 100 women (50 public sectors, 50 private sectors). A purposive sampling method was used for the selection of the sample. Through statistical analysis, the inferences were interpreted and findings were discussed in detail as follows.

Keywords: women, achievement motivation, psychological well-being.

I. INTRODUCTION
THE INDIAN WOMEN
        The status of women in India has been subject to many great changes over the past few millennia. With a decline in their status from the ancient to medieval times, to the promotion of equal rights by many reformers, the history of women in India has been eventful. (Jayapalan, 2001) In modern India, women have held high offices including that of the President, Prime Minister, Speaker of the Lok Sabha Leader of the Opposition, Union   Ministers, Chief Ministers and Governors. The status of Indian women has radically changed since independence. (National Resource Centre for Women, 2009). Both the political and cultural changes that followed provided equality of opportunities to women in education, employment and political participation. More freedom and better orientation were provided to the woman's organization to pursue their interests. The celebration of International Women's Year in 1975 and the activities of UNESCO also created awareness of the problems of women. Women are bounded around with various cultural norms and values, working women are expected to make lot of adjustments. Status of women in the society has been changing fast due to multiple factors such as urbanization, industrialization, increased level of education, awareness of rights, and media influence. Now more number of women prefers to be engaged in some kind of employment, so that they can contribute financially to their family. But the attitude towards women especially married women and their role in family has remained the same, as even today taking care of the family and children is considered as their primary responsibility. A working woman bearing dual responsibility with family and at job cannot discharge her duties equally efficiently; feels tense and continuous tension creates stress which in turn may affect her mental health status. (Panigrahi, Prasad & Panigrahi 2014).

THE INDIAN MEN
        It goes without saying that patriarchy in India prevails to a large extent. While atrocities against women are common in our nation, when we look at the larger picture, it's not just women who suffer here. Though differently, men in India have their own battles to fight. It isn't easy being a woman, but it isn't a cakewalk being a man either. This case isn't confined to our country exclusively, but is a problem throughout the world. Society, for years, has regarded men as the tougher sex, urging them to just dust off and move on without getting in touch with their feelings about people, situations, and events. And if they do, they're belittled. A man is expected to be the dominant one a relationship.(Raina, 2014). He should pay the bills, he should be the one to take major decisions. Men are crudely asked questions based on how much they earn, what their salary increment is like, and more importantly, if they can manage to take care of their daughters with the amount of money they have. With rapid development and subsequent

employment opportunities, women (referring to the urban and semi-urban population) are becoming more and more independent in our country today. Even so, if a woman doesn't work or doesn't earn in any way, she is eligible to marry a man who does, but it can never be the other way around. He will not only be considered a failure in society, but will also lose out on a suitable life partner because of his unemployed status. (Raina, K. 2014, Struggles Of Being A Man In India. Retrieved fromhttps://www.storypick.com/struggles-of-man-india/)

WORKING WOMEN IN PRIVATE SECTOR AND PUBLIC SECTOR

Women workforce constitutes an integral part of total workforce in India. On 31st March 2004, women constituted 19 per cent of the total workforce. The participation of women in the labor force has always been lower than that of men, in the rural as well as urban areas. The work participation rate for women has increased significantly. In 1981, work participation rate for women was only 19.67 per cent which increased up to 22.73 per cent in 1991 and 26.68 per cent in 2001. In the women workforce, women from rural areas are greater in number as compared to the urban women. Amongst rural women workers, a majority is employed in agriculture and some are employed in cottage industries. In the urban areas, women workers are primarily employed in the unorganized sectors. As on the 31st March, 2005 a total number of 50.16 Lacs women employees were engaged in the organized sector, out of which 29.21 lacs (58per cent) in the public sector and 20.95 lacs (42per cent) in the Private Sector. Employment of women in public sector increased by 1.1 percent and by 2.5 percent in the private sector during 2004-2005. The zone wise analysis showed an increase of 8% in North-Eastern zone, followed by Western zone (3%) and Central zone (1.3%) and Northern zone (1.2%). Only Southern zone registered a marginal dip of 0.8 %. Gender wise employment in organized sector as surveyed on 31st march 2004, reported, male population constituted 81% while female population constituted 19% employment. (2004, Retrieved from http://naukrihub.com).

ACHIVEMENT MOIVATION

Motivation is defined as an internal drive that activates behavior and gives it direction. Motivation theory is concerned with the processes that describe why and how human behavior is activated and directed. The mental state of individual is considered as the motive to achieve or

excel over others. Achievement motivation being psycho-social, its characteristics is more acquired than inherited. The type of environment, the basis/ the degree of opportunity provided to individual put diverse impact upon the achievement motivation of the individual. The classification of achievement motivation items concerns the time perspective relative to task performance; whether the behavior is relevant mainly before, during, or after performance. Most studies of achievement in higher education have been conducted on students at major research universities in urban areas and virtually all of these have been based on quantitative analysis.

Achievement motivation means needing to progress, overcoming obstacles, desiring for superiority, and maintaining high level standards (Karimi, 2005). Achievement motivation includes following factors: great desires, strong impetus for moving upwards, long resistance when facing with problems of moderate difficulty, desire to try again to perform incomplete assignments, dynamic perception of time, and fore sighting (Hermans, 1970).

Achievement motivation is the base for reaching success and all desires in life (Settlemyer, 2010). Although achievement motivation is particularly related to the instrumental aspects of behavior, feelings (affective aspects) and preferences (cognitive aspects) are also relevant to one's achievement tendencies. Thus, when one is motivated to undertake a difficult rather than an easy task, the instrumental aspects of achievement motivation are involved. In other situations, the other modalities are relevant. In the case where one is more satisfied with a difficult task than with an easy one, the affective aspect is revealed; when one prefers the difficult task, cognitive aspects are concerned. All behaviors motivated by the need for achievement include two primary components whereby one is ready mentally to confront a challenge and second to find out solutions to those hurdles. One tends to cope up with a number of challenges such as working hard, being tolerant of ambiguity and uncertainty, and resuming personal responsibility for performance and its outcomes. It includes behaviors such as calculating risks, providing innovative instead of conventional solutions to problems, and considering to what extent one actions and deeds fulfill the need for success.

Achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. David McClelland and Atkinson were the first ones to concentrate on the study of

achievement motivation. Mc Cleland, Atkinson, Clark and Lowell, (1953) argue that people who strive for excellence in a field for the sake of achieving and not for some reward are considered to have a high need for achievement. Achievement motivation is a comprehensive approach which evaluates its own performance based on the highest standards and makes an attempt to reach a successful performance accompanied by a pleasure.

People with high achievement motives will act in ways that will help them to outperform others, meet or surpass some standard of excellence, or do something unique. Features of achievement motivation include personal disposition to strive towards a particular goal, the person undertakes risk for personal accomplishments and the person motivated by achievement is more future-oriented.

There exists a difference between men and women in so far as career success is concerned. In comparison to men, women depend more on formal, objective factors such as education, prior experience, and performance ratings. Relationships, family structure and support services have an impact on work-family conflicts that are different for women and men. The conflict between femininity and achievement is likely to make a young woman especially anxious to see how working, achieving women are accepted by their male peers. There is no sex difference in the type of reinforcement preferred. Marriage and parenthood are negatively related to women's career success where both achievement and self-fulfillment among girls may be impeded by over-concern for others, a concern that is traditionally part of the feminine sex role stereotype.

Gender differences in achievement motivation and related achievement behaviour are viewed from a social learning perspective incorporating a dynamic view of learning and development where socialization experiences in the past and present as strong determinants of achievement motivation and behaviour. Moreover, studies hypothesized that male and females were oriented toward different kinds of achievement. Males were interested in achieving on tasks that involved impersonal ideas or inanimate objects whereas, females were interested' in tasks that involved interaction with people. Another related hypothesis was that males were mainly interested in the task for its own sake, while females worked primarily for the praise and approval of others. Women place emphasis on relationships throughout their lives whereas men are more likely to sacrifice relationships for the sake their careers in early career. Studies have found that personality factors,

especially sex-role orientation affect feminine achievement motivation. Moreover, studies suggest that differences in self-concept may account for the decline in feminine achievement in young adulthood. Till women reach the college years, any sex difference in self-concept is not seen. At this time, however, females have less sense of being able to control their own fate, tend to define themselves in more social terms, and have less confidence in their ability to perform. Hence, sex differences in achievement motivation have been studied widely. There are sex differences in academic achievement depending on motivation**.** It has been suggested that women have been disadvantaged on entry to an academic career by being more likely than men to gain their initial employment in a non- tenured position, and particularly as a tutor. Promotion beyond the level of lecturer has also been slower for women than for men.

PSYCHOLOGICAL WELL-BEING

When speaking of psychological health, positive aspects of performance such as positive affection, purpose in life, and social cooperation are considered (Keyes, 2007). In fact, well-being refers to individuals' feeling and thinking about life which is divided into two parts: A. emotional well-being which refers to pleasant and positive emotions (happiness) and the absence of unpleasant emotions (depression). B. cognitive well-being which refers to general cognitive assessments of life such as life satisfaction, as well as satisfaction of specific areas in life such as job or marital satisfaction (Diener, suh, Lucas, & Smith, 1999).

Mental health is a significant indicator for the health condition of a population. The concept of mental health includes the absence of traditional signs of psychopathology like symptoms of anxiety and depression, as well as the presence of markers of psychological well-being like feeling cheerful, interest in life, and enjoyment (Ware, Snow, Kosinski, &Gandek, 1993; World Health Organization, 2003).Mental health may include an individual's capability to enjoy or have fun in life, and to produce equilibrium between different activities of life and efforts to attain psychological resilience. Mentally healthy individual can express his/her emotions and can successfully adapt in a range of stressful circumstances (Friedli, 2009). The World Health Organization(2010) defines mental health as a state of positive mental condition in which one realizes his/her capabilities, manages the life stresses, put effort effectively and efficiently, and is competent enough to put some contribution to his/her society. According to mental

health model (Veit& Ware, 1983), there are two components of mental health, first is psychological well-being and the other is psychological distress. Well-being is an extensive, wide, diverse, and diffuse idea (Vázquez, Hervás, Rahona, & Gómez, 2009). According to Andrew and Robinson (1991), well-being is a positive attitude towards life. Psychological well-being has been expressed as a broad construct with numerous cognitive and affective components such as satisfaction with life, positive and negative emotions, pleasure, contentment, and congruence between anticipated and attained life aims (Awan &Sitwat, 2014). Myers and Diener (1995) studied and defined well-being by three essential components. Firstly, satisfaction with life that measures the tendency of an individual to like their work and feel contented with their own relationships. Secondly, relative presence of positive affects, which measures the feeling of pleasant emotions and evaluation of their surroundings in positive way. Thirdly, relative absence of negative effects, which means lack of negative feelings like anxiety, depression, and anger (Kahneman& Krueger, 2006).

II. REVIEW OF LITERATURE
PSYCHOLOGICAL WELL-BEING
Mukhopadhyay (1997) found that working women experience a sustained stress to cope with dual role in family and work place and hence their mental well-being gets affected. As more and more women enter the work force, they are increasingly exposed not only of the same work environment as men, but also to pressure created by multiple roles and conflicting expectations.

A study was conducted by Sharma and Renu, (2000) to understand stress in family and at work and its mechanism of transfer across family-work interface. Individuals were trained to change their lifestyles to minimize stress related situations, whereas steps to reduce stress in the work setting were taken at the organization level. Awareness of each other's work, responsibilities, hazards and consequences of failure or success was enhanced along with training in stress management techniques.

Kim and McKenry (2002) conducted a research and its findings confirmed strong effects of marital status on psychological well-being, supporting the protection perspective. The effect of the quality of marital (cohabiting) relationship on psychological well-being was significant, but the strong effect of marital status remained unchanged after controlling for relationship quality. Findings also indicated that the transition to cohabiting did not have the same beneficial effects as marriage for

psychological well-being, suggesting that the protective effects of marriage are greater than those of cohabiting relationships.

Study conducted by Williams (2003) evaluated the effects of marital status, marital transitions, and marital quality on psychological well-being for men and women and demonstrated that low levels of marital quality and high levels of marital stress are likely to increase depression and decrease overall satisfaction with life for both men and women.

Research conducted by Williams (2003) found that marital quality was not more important to women's psychological well-being when compared to men.

Aziz (2004) investigated the intensity of organizational role stress among women informational technology professionals in the Indian private sector. The researcher found differences in the level of stress between married and unmarried employees on several role stressors. However, level of education did not emerge as a significant differentiator of stressors.

Hawkins and Booth (2005) identified unhappy marriages. They found that spouses who were continuously married and who reported a mean or higher level of marital happiness had greater individual well-being over time than did continuously unhappily married respondents, even after taking into account initial levels of marital happiness.

Faulkner, Davey and Davey (2005) conducted a study examining the relationship between gender-related predictors of husbands' and wives' marital satisfaction and conflict. The results of their study demonstrated wives' self-report of depression and their husbands' self-report of depression resulted in increased levels of marital conflict over time. Additionally, a negative change in the well-being of wives showed an increase in marital conflict over a five-year period. Wives' report of marital conflict also associated with poor psychological well-being of their husbands. Wives who reported experiencing depressive symptoms also reported experiencing a decrease in marital satisfaction. On the other hand, when wives reported positive well-being, they also reported an increase in marital satisfaction over time.

Proulx, Helms, and Buehler (2007) conducted a meta-analysis examining 93 studies of marital quality and individual well-being. They found that marital quality and psychological well-being were positively related both concurrently and over time such that higher levels of marital quality were associated with greater individual well-being.

National Commission for Women, New Delhi, (2007) conducted a study to carry out to assess what measures could provide a safe and secure working environment to women working in call centre. Methodology was based on software analysis of women employees in the Information Technology industry. Call centre employees were under constant stress because of their workload, competitive pressure and surveillance. Night shift work has also been cited as one of the major reasons for women leaving their jobs along with high stress levels and long working hours. Public transport service facilities during night hours are minimal, and normally call centre employees are provided company contract transport that allows them to travel to and from their work place.

Dush, Taylor and Kroeger (2008) conducted a research on marital happiness and psychological well-being across the life course. The results indicated three distinct marital happiness trajectories: low, middle, and high happiness. Initial levels of life happiness were strongly associated with membership in the marital happiness trajectories and with various demographic and attitude-related control variables. It was also found that marital happiness trajectory membership was associated with subsequent changes in both life happiness and depressive symptoms.

A study was conducted by Pandya and Thakkar (2009) to know the job related and household work related problems of working women of Baroda and to study the differences in the overall problems, job related problems and household work related problems of working women in relation to their age, type of family, experience and distance from the workplace. It was found that most of the working women came from nuclear family because the nuclear family is free from most of the traditional restriction about female behaviour and there is more freedom for women to seek employment. Majority of the respondents had more job related and household work related problems.

Srimathi and Kumar (2010) revealed that women in teaching profession scored high in all six dimensions of Ryff & Keyes (1995) psychological well-being in comparison to women working in hospitals and industry. Women working in industry scored least in psychological well-being and women teachers scored high.

Bloom and Victoria (2012) conducted a research where it was seen that women experienced more work stress than did men. Men had stronger associations between work stressors and burnout, while women had stronger associations between performance-based self-esteem and burnout.

Khan, Hanif and Tariq (2015) conducted a study where the findings showed that mental health was positively correlated with psychological well-being and negatively correlated with psychological distress. Similarly, psychological well-being was negatively correlated with psychological distress. Results also indicated significant gender differences on psychological well-being and psychological distress as men reflected higher psychological distress and less psychological well-being as compared to women. There were significant differences between both groups as healthy people reflected better mental health than diagnosed patients.

Kumar and Saleel (2015) conducted a study. Results suggested that lesser the age the greater the marital adjustment perceived among the individuals in empty nest stage of life. Among higher education groups, the marital adjustment was reported to be better among elderly couples in the post parental stages of life. As age decreases psychological wellbeing increases and as age increases psychological wellbeing decreases among elderly couples in the post parental stages of life. As the psychological wellbeing increases the ratings on marital adjustment too increases and vice versa among elderly couples in the post parental stages of life.

ACHIVEMENT MOTIVATION

The earliest and perhaps the most widely known studies of achievement motivation were done by McClelland et al. (1953). They saw motivation as a relatively stable disposition to strive for success in any situation that standards of excellence were applicable. Achievement motivation research has yielded significant and readily replicable results when using male subjects. However, this theory of achievement motivation did not seem ~o apply to females. For example, with males, achievement-oriented instructions increased the /McClelland Need for Achievement Score, while neutral instructions depressed the score. With females, however, both achievement-oriented and neutral instructions evoked equally high need for achievement score. (Alper and Greenberger, 1967) The McClelland Need for Achievement Score is based on the analysis of a subject's responses to pictures similar to those of the Thematic Apperception Test (TAT) that evoke achievement-oriented responses. Because of the discrepancies between male and female needs for achievement scores, there have been various hypotheses tested, without success, to explain these

differences. Veroff, Feld, and Crockett (1966) hypothesized that picture cues removed from the storyteller's 13 own occupation would evoke more achievement imagery than cues related to the storyteller's occupation. This held true for males but not for females.

Research by Field (1951) indicated female's achievement. Motivation is linked to the need to be liked. He used a· social arousal situation and gave the subjects social acceptance scores. This arousal raised male's need for achievement scores somewhat, but increased female's scores significantly. However, this hypothesis proved to be undependable,. For when a competitive element such as leadership was introduced, the hypothesis did not hold true. It is difficult to tell whether female's scores increased because the competitive theme was omitted, or because the social acceptance theme was v included, or both. More research has uncovered some seemingly relevant variables such as: sex of the stimulus figures, the effect of sex and the position of the stimulus figures relative to each other, differences in value orientation, and the age and family situation of the storyteller. (Alper, 1974) It has been found that subjects of both sexes give fewer achievement themes when responding to a story about a female. This suggests that females and males do not reflect their own motivations in their responses, but rather their concepts concerning the usual characteristics of females. /using Field's (1951) idea that female's achievement motivation was linked to the need to be liked, McClelland et al. (1953) hypothesized that male and females were oriented toward different kinds of achievement. Males were interested in achieving on tasks that involved impersonal ideas or inanimate objects, whereas females were interested, r ' in tasks that involved interaction with people. Another related hypothesis was that males were mainly interested in the task for its own sake, while females worked primarily for the praise and approval of other.

Meddock et al. (1971) found that the presence of an adult did not influence the performance of children of either sex. If any conclusion can be drawn, it would be that males are more "person oriented" in the fact they are more influenced by the presence and actions of peers.)

Alper (1974) has labeled feminine achievement motivation a "now-you-see-it-now-you-don't" phenomenon. She points to the wide methodological differences from study to study, rather than basic instability of achievement motivation among females, as the reason for the differences in achievement motivation in males and females. The important variables to be considered and controlled are: a) personality factors, especially sex-role orientation, b) sampling differences, c) context and form differences in the stimulus cues, and differences in scoring.

Elizur and Beck (1994) detected no special tendency for women to score higher than men on affective responses in achievement motive questionnaire. Their results support the view that gender differences in achievement motive are rooted in socialization processes rather than in basic differences between women and men.

According to Hyde and Kling (2001) this increase was most probably caused by increased educational and work opportunities for women. Greene and DeBacker (2004) have shown that men and women in the 1960's differed in that man were focused on long-term goals and planning and women on altruistic behavior.

Nagarathanamma and Rao (2007) found no significant difference between boys and girls with regard to achievement motivation level. Similar findings were reported by Kaushik and Rani (2005).

Wiki.answer.com (2011), "A highly motivated person would be more eager to give a better performance than a lowly motivated one with the same skills. Likewise, a person who has less skill but more motivation can train to be better than another who has more skill but is less motivated to put in 100% of effort. However, motivation does not mean that sports performance is definitely increased. The source of big flops is a lack of motivation, over confidence and over motivation. Over motivation means that a person is so motivated to perform well that he outperforms his limit and flops." Some writers relate the performance with the motivation by their definition like: Kent (1994) affirmed that "The internal state which tends to direct a person's behavior towards a goal".

Oladipo et al. (2012) found no significant relationship among gender and need achievement, among other variables like assertiveness and conceptions. Khan et al. (2011) found no difference in achievement motivation across gender while investigating on university badminton players.

Gupta (2014) found gender difference to be significant for four dimensions of self-concept out of six dimensions considered in the study, however, for academic achievement and achievement motivation, gender difference was not found to be significant. Similar results were found by Singh and Jha (2013).

OBJECTIVES:
1) To see the influence of work status of women on their psychological well-being.
2) To see the influence of work status of men on their psychological well-being.
3) To see the relationship between achievement motivation and psychological well-being among working men and women.

METHODOLOGY
To verify objectives framed in the previous chapter (Chapter II: Review of literature) an appropriate scientific empirically sound methodology was designed. This chapter deals with hypotheses, research design, sample, tools and procedure of the current study.

HYPOTHESES
H1: There will be significant difference between psychological well-being among working men and women.
H2: There will be positive relationship between psychological well-being and achievement motivation.
H3: There will be significant difference between achievement motivation among working men and women.

SAMPLE
The sample for the present study comprised of 60 sample (N=60). Where, 30 were working men and 30 were working women. Sample of working women and men was proportionately collected from Tata Motors (private sector and 50 from Office of Accountant General, Bihar (public sector). The sample was collected by incidental cum-purposive method.

TOOLS
1. **Socio demographic data- sheet-** This was developed for the current study purpose. With the help of this relevant socio demographic information about sample was collected. Such as age, gender, education, marital status, residential area, work status, years of married life, work/organization type, annual income.
2. **Ryff's Psychological Well-Being Scales (Carol Ryff, 1995):** This is a scale to measure psychological well-being consisting of 42 items (7 per dimension). The response format for all items normally comprises seven ordered categories labelled from 'strongly agree' to 'strongly disagree'. The internal consistency coefficients were quite high (between 0.86 and 0.93).In Ryff's (1989) article, the subscale inter-correlations ranged from 0.32 to 0.76.

This scale has six dimensions: Autonomy, Environmental mastery, Personal growth, Positive relations with others, Purpose in life and Self-acceptance.
3. **Achievement Motivation Inventory (AMI; Schuler et al., 2004):** The inventory consists of 170 items on a seven degree Likert scale ranging from 1 = not at all related to me to 7 = completely related to me. Items form 17 scales that can be grouped in three clusters. The first cluster consists of following scales: Fearlessness, Flexibility, and Confidence in Success, Preference for Difficult Tasks, Independence and Dominance. This cluster is named Self-Assurance and it represents a striving for success without fear of failure on difficult tasks. The second cluster consists of scales Goal Setting, Eagerness to Learn, Competitiveness, Compensatory Effect, Engagement, and Pride in Productivity, Status Orientation and "Flow". This factor is named Ambition and represents a general tendency toward motivation in competitive situations. The third cluster, named Self-Control consists of Internality, Persistence and Self-Control and can be best described as a tendency toward persisting with the project or task even in situations where obstacles need to be overcome. The AMI scales show internal consistency measured by the Cronbach alpha coefficient ranging from .64 to .85. Inter-correlations between scales show a moderate relationship between individual motivation achievement facets with the mean inter-correlation of .35.

PROCEDURE
The researcher went to the Tata motor (private sector) and Office of accountant general, Bihar (public sector) and met the senior or head of the office and explained the purpose of visit. Then after getting the permission, distributed the questionnaires among the employees. The purpose of visit was to explain them too. This way a report was established. They were given the instructions for filling up the questionnaire. After the questionnaires were filled, they were collected by the researcher. The procedure of data collection was same in Tata motors and office of accountant general. The procedure of data collection was completed in a week.

III. RESULTS AND DISCUSSION
This chapter deals with the result and interpretations of the findings. Independent t-test was done to compare the scores of working men

and women. Correlations were carried out to check association between relevant variables. All the

analysis was done using Statistical Package in Social Sciences (SPSS) Version-20.

Result Table No.1: Descriptive statistics and t-value of scores of working men and working   women on psychological well-being.

Psychological well-being and its dimensions	Sample type	N	Mean	SD	t-value	Significance
Autonomy	Working men	50	33.13	4.297	1.756	P<0.05
	Working women	50	29.97	5.216		
Environmental Mastery	Working men	50	28.33	3.477	2.131	P<0.01.
	Working women	50	31.30	3.669		
Personal Growth	Working men	50	32.06	4.884	.373	p>0.05
	Working women	50	32.50	4.289		
Positive Relations	Working men	50	35.50	5.569	1.445	P<0.05
	Working women	50	33.57	4.761		
Purpose In Life	Working men	50	32.63	4.141	.531	p>0.05
	Working women	50	33.33	6.008		
Self-Acceptance	Working men	50	33.20	6.116	1.286	P<0.05
	Working women	50	35.03	4.853		
Psychological well-being Total	Working men	50	194.85	22.878	.142	p>0.05
	Working women	50	195.70	23.454		

Result table 4 demonstrates that the working men scored higher (Mean=33.13, SD=4.297) on the autonomy dimension of Psychological well-being as compared to working women (Mean=29.97, SD=5.216). But, t-test was not found to be statistically significant indicating that the working men and working women do not differ on the autonomy scale of psychological well-being.

The working women scored higher (Mean=31.30, SD=3.669) when compared on the environmental mastery dimension of Psychological well-being to their working men (Mean=28.33, SD=3.477) counterparts. But, t-test was not found statistically significant. The Results suggests that both the groups have equal levels of environmental mastery.

The working women had a higher score (Mean=32.50, SD=4.289) on the personal growth dimension of Psychological well-being as compared to working men (Mean=32.06, SD=4.884). however, t-test was not found to be statistically significant. Outcomes indicate that working men and working women have identical level of personal growth.

The working men scored higher (Mean=35.50, SD=5.569) when compared to working women (Mean=33.57, SD=4.761) on the positive relation dimension of Psychological well-being. However, t-test was not found statistically significant. Both the groups have close levels of

positive relations and no significant difference was seen between the two.

The working had a higher score (Mean=33.33, SD=6.008) on the purpose in life dimension of Psychological well-being as compared to their working men (Mean=32.63, SD=4.141) counterparts. But, t-test was not found to be statistically significant. Result findings suggest that the purpose in life for the married working men and married working women is alike.

The working women scored higher (Mean=35.03, SD=4.853) on the self-acceptance dimension of Psychological well-being as compared to working men (Mean=33.20, SD=6.116). But, t-test was not found statistically significant. Hence, the level of self-acceptance in working men and working women is comparatively equal.

The working women recorded a higher score (Mean=195.70, SD=23.454) on the overall Psychological well-being when compared to working men (Mean=194.85, SD=22.878) counterparts. But, t-test was not found to be statistically significant. Results point out that the married working men and married working women do not differ on psychological well-being in a marital setting. Hence, the hypothesis 2(b) was rejected which stated that "Psychological well-being of working men would be significantly low compared to working women among married Indian couple."

Result Table No.2: Descriptive statistics and t-value of scores of working men and working   women on achievement motivation.

Achievement motivation		Sample	N	Mean	SD	t-test
Self-assurance	Fearlessness	Working men	50	47.38	9.94	17.51**
		Working women	50	42.13	10.48	
	Flexibility	Working men	50	47.98	6.99	16.27**
		Working women	50	44.27	7.91	
	Independence	Working men	50	48.53	7.27	11.74**
		Working women	50	45.32	7.94	
	Preference for Difficult Tasks	Working men	50	46.19	9.27	8.55**
		Working women	50	42.58	10.71	
	Confidence in Success	Working men	50	52.68	7.89	12.09**
		Working women	50	48.98	9.29	
	Dominance	Working men	50	46.26	9.18	7.81**
		Working women	50	42.84	10.60	
Ambition	Goal setting	Working men	50	47.60	7.85	5.09*
		Working women	50	45.34	8.49	
	Eagerness to Learn	Working men	50	50.51	7.91	7.33**
		Working women	50	47.51	9.89	
	Competitiveness	Working men	50	36.98	10.38	6.47*
		Working women	50	33.83	9.85	
	Compensatory Effect	Working men	50	48.73	8.05	0.01
		Working women	50	48.71	7.96	
	Engagement	Working men	50	46.20	9.58	0.05
		Working women	50	45.92	10.71	
	Pride in Productivity	Working men	50	56.62	6.48	0.08
		Working women	50	56.85	6.84	
	Status Orientation	Working men	50	39.17	9.30	0.38
		Working women	50	39.92	10.60	
	"flow"	Working men	50	50.48	9.49	0.98
		Working women	50	51.64	9.69	
Self-control	Internality	Working men	50	47.67	7.42	0.56
		Working women	50	48.38	8.00	
	Persistence	Working men	50	51.25	7.50	8.77**
		Working women	50	48.15	9.32	
	Self-control	Working men	50	46.04	8.54	11.13**
		Working women	50	49.38	7.83	

*p < 0.05; **p < 0.01.

Result Table No.3: Descriptive statistics and t-value of scores of working men and working   women on achievement motivation.

Achievement motivation	Sample	N	mean	SD	t-test
Self-assurance	Working men	50	279.02	37.10	19.59**
	Working women	50	266.12	43.34	
Ambition	Working men	50	376.29	43.78	1.13
	Working women	50	369.71	54.71	
Self-control	Working men	50	134.96	18.21	0.16

	Working women	50	145.92	20.46	
Achievement motivation inventory total score	Working men	50	809.27	79.10	6.07*
	Working women	50	781.75	105.20	

*p < 0.05; **p < 0.01.

Analysis of results in clusters show that all scales in the Self-Assurance cluster reveal significant gender differences in favour of males, with small to medium effect sizes (calculated as Cohen's d). This is also the case in some scales forming the Ambition cluster (Goal Setting, Eagerness to Learn, Competitiveness). Other scales in the Ambition cluster did not show significant differences. People achieving high results on the Self-Assurance dimensions are not afraid of failure, embrace changes, enjoy new, challenging tasks, and are confident in their success even in the face of obstacles. The Ambition dimension can be described as a wish to achieve importance and status among colleagues and a feeling of success due to a job well done. People achieving high results on this dimension are motivated by the prospect of professional advancement and the knowledge that they are more successful than their colleagues. These people are happiest when they are perceived as people who invest their maximum in the job (Schuler et al., 2004). These dimensions are traditionally linked to males and their role as dominant, ambitious and fearless men, so higher results are expected for these dimensions. On the other hand, the Self-Control cluster has yielded significant differences in favour of women for the Persistence and Self-Control scales, while the Internality scale did not show such a difference. Self-Control can be described as the ability and willingness to invest vast efforts and delay gratification until the set goal is achieved. People achieving high results on this dimension believe that success or failure are due to internal causes, not situational variables, and will therefore be disciplined, organized and persistent in achieving their goals (Schuler et al., 2004). When looking at results on clusters, Self-Assurance cluster scale revealed a significant difference in favour of males, as well as the total AMI score, while the other two clusters did not show statistically significant gender differences. The results obtained in this study are in accordance with findings of studies using this instrument in other countries (e.g. Pašková, 2007; Schuler et al, 2004; Schuler and Prochaska, 2000) and with the traditional conception of gender roles, i.e. men as self-confident, ambitious and dominant. The achieved gender differences in AMI scales, primarily those scales comprising the Self-Assurance and Ambition clusters are in accordance with the stereotypical view of gender roles where boys are encouraged from an early age to engage in competition while girls are encouraged to cooperate and avoid competitive situations (Sutter and Glätzle-Rützler, 2015). Different studies have shown that men react more strongly to situations of comparison with others, while women tend to avoid competitive situations (Datta Gupta, Poulsen and Villeval, 2005; Booth and Nolen, 2009; Croson and Gneezy, 2009; Dohmen and Falk, 2011). Our results concur with these findings, showing that men achieved higher results on facets dealing with competition, fearlessness and independence, while women achieved higher results on self-control dimensions. In line with studies showing changes in achievement motivation depending on age (e.g. Sutter and Glätzle-Rützler, 2015) and education (e.g. Riepe, 2004), further investigation of differences in facets of achievement motivation is needed, including the relationship between achievement motivation and specific types of occupation.

Result table no.4: Correlation of achievement motivation and psychological well-being and their dimensions among working men and working women.

	Psychological well-being	Autonomy	Environmental mastery	Personal growth	Positive relations	Purpose in life	Self-acceptance
Achievement motivation	.426**	.450**	.253**	.328**	.319**	.310**	.359**
Self-assurance	.417**	.352**	.321**	.383**	.223*	.339**	.449**
Ambition	.245**	.343**	.146	.139	.267**	.252**	.118
Self-control	.328**	.139	.383**	.340**	.221*	.327**	.436**

Result table 3 shows that achievement motivation is significantly (p<0.01) positively associated with psychological well being and its dimensions, namely, autonomy, personal growth, positive relations and purpose in life and self-acceptance. Psychological well being is positively associated with achievement motivation and its dimension (self-assurance, ambition and self-control). Therefore, the hypothesis 2 saying "There will be positive relationship between psychological well-being and achievement motivation" was accepted.

The importance of achievement motivation has been recognized in achieving professional success when external demands for focusing on attaining goals are minimal. The gender differences seen for the scales, clusters and total AMI scores, primarily referring to higher results for males in the Self-Assurance and Ambition domains, are in accordance with stereotypical gender roles where boys are encouraged to compete, while girls are encouraged to cooperate and avoid competitive situations (Sutter and Glätzle-Rützler, 2015). Different studies show that men react more strongly to situations of comparison with others while women lean toward avoiding competitive situations. Males achieve higher scores for facets connected with competition, fearlessness and independence, while women achieve higher scores for self-control.

IV. CONCLUSION

This chapter presents concluding results regarding hypotheses framed on major objectives. The present study aimed to study relationship between achievement motivation and psychological well-being among working men and working women.

In order to meet the requirement of the objectives a quasi-experimental research design was selected. A sample comprised of 100 employees (N=100), and was divided into two groups working men and working women (n1=50; girls, n2=50).

Psychometrically sound tools were used as per need of the present study which included, socio-demographic form was used, Deo-Mohan achievement motivation scale (1985) and Ryff's psychological well-being was used.

Further appropriate inferential and descriptive statistics were applied on the data to test the hypotheses framed.

An extensive and comprehensive discussion of the result has led to the following conclusions:

1. Significant difference was found between working men and working women on achievement motivation.
2. No Significant difference was found between working men and working women on psychological well-being.
3. Positive relation found between psychological well-being and achievement motivation.

Implications

Based on the findings and conclusions of the present study following points are suggested for future implications:

- This study is an addition to the already present literature in the achievement motivation and psychological well-being.
- Early identification of problem areas in psychological well-being may also help in designing a proper and timely intervention.

Limitations

Following are some points which worked as limitations to the study and more confidence might be gained if it is checked in further studies:

1. Owing to small sample size of the present study generalization of its findings has its own limitations.
2. Sample consisted only of urban participants and no rural participants were a part of the study which might have biased our results.
3. Participants comprised of only the Bihar region and hence generalisations are difficult to be drawn.

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