

An Experimental Analysis of the Relationship between Gender Roles and Achieve Motivation in College Students

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Abstract

The purpose of this study on the connection between gender roles and achievement motivation of university students is to discuss the impact of gender role differences on the achievement motivation produced by college students, to understand the internal mechanism of the change of university students' achievement motivation, also to offer targeted assistance to guide their comprehensive development. In this study, the questionnaire survey method was used to randomly select college students for gender role scale and achievement motivation scale tests. In the results of the study, the types of gender roles of college students are unevenly distributed, and there is a certain relationship between gender roles and achievement motivation, in which there is obvious positive correlation between the masculinity trait dimension and the pursuit of achievement motivation, with a positive influence, and it is concluded that guiding the balanced development of students' gender roles will help male and female college students to synchronously generate achievement motivation and comprehensive development.

Keywords

University students; Gender roles; Achievement motivation; Relationship.

1. Introduction

It is clearly put forward in The Outline of the National Medium- and Long-term Education Reform and Development Plan (2010-2020) that the requirement of "caring for every student and promoting the active and lively development of every student". College students are in a critical period of life development. In this period, students are faced with family responsibilities, study burden and social pressure at the same time, and the achievement motivation they generate in this period is crucial for their future growth and development. In the last few years, China's education has been booming, but gender education is weak, and college students have a single perception of gender, which is mostly influenced by their family environment, social customs, and local perceptions. Under the traditional concept of gender, men and women have different roles in the social environment, which leads to different gender roles have different motivation to pursue achievement. Achievement motivation is closely associated with undergraduates' academic completion, learning motivation and development motivation. Students with high achievement motivation are able to actively plan their own life path and pursue growth independently, while those with low achievement motivation lack the motivation to pursue growth independently, and even if they are supervised by their teachers and parents, they still have difficulties in doing so. The relationship between gender roles and achievement motivation has certain practical significance for the growth and development of college students. Through this study, we hope to explore the intrinsic relationship between gender roles and achievement motivation, and use the interrelation to strengthen the guidance

and education of college students, so as to provide a theoretical basis for the development of higher education in China.

2. Literature Review

The results of the research on "gender roles and achievement motivation" will be comprehensively presented from two perspectives.

Research on "gender roles". In the twentieth century, scholars at home and abroad have conducted research on gender roles, among which Constantinople (1973) proposed that "gender roles refer to the stable traits that separate males from females", and Spence (1985) believed that "gender roles refer to the social environment as a whole, which is recognized by social rules and common ideas as suitable for different genders, which is reflected in different personalities, different behaviours and different values". Spence (1985) believes that gender roles refer to the traits that are suitable for different genders under the whole social environment, which are identified by social rules and common thoughts, and are embodied in different genders' characters, different genders' behaviors, and different genders' values". The research on gender roles in China focuses on "gender roles in the social environment", and Qian Mingyi (2000) suggests that "gender roles are a set of behavioral patterns appropriate to one's own biological sex that an individual acquires by imitating the behaviour of others in social life, for example: Daughters learn from their mothers, sons' learn from their fathers, etc." According to Liu Jinhua (2002), gender roles are the social roles of males and females that society identifies with, and are the expectations of society as a whole about the way people of different genders behave." Zhao Dongyu (2010), researched the conceptual connotation of gender roles and concluded that it is a differentiated model of behavioral attitudes and social expectations that has been gradually refined based on the innate biological sex differences between men and women. Liu Dianzhi et al. (2011), in their study, proposed a form for the measurement of different gender roles and compiled the College Student Gender Role Inventory (CSRI-50), a scale that was randomly tested among 5008 college students nationwide, and which had good structural validity and high other-ratings validity and expert validity.

"Research on gender roles and achievement motivation. The research on gender roles started late in China, so there are fewer research results on "gender roles and achievement motivation". Jiang Xiaolin (2007) suggested that obvious differences are shown in the motivation of undergraduates of distinct gender roles to pursue success. Hou Qiuxia et al. (2013) found that a significant correlation is reflected between gender roles and achievement motivation, that is, masculine gender roles have higher achievement motivation. Cheng Yufei, Fan Yao (2022) et al. suggested that under the gender perspective, sports have a direct effect on adolescent masculinity, and the increase in masculinity affects adolescent achievement motivation to a certain extent. Zhang Wenjiang, Luo Yifan (2022) et al. studied achievement motivation, security and creativity tendency of college students and found that the three were positively correlated. Hou Qiuxia, Hong Shumin (2013) studied gender roles and achievement motivation of Hakka undergraduates. He concluded that they were significantly correlated.

In the existing literature, scholars have studied gender roles more frequently, mostly using scales to measure the traits of gender roles, while there are fewer studies on the relationship between gender roles and achievement motivation, and there are no suggestions on how to use the relationship between the two to carry out the education of college students in the only research results. The present study draws on the experience of previous researchers, adopts the gender role scale for measurement, and innovates the idea of analyzing the relationship between the two from the point of view of college students' achievement motivation change, so as to facilitate the use of the research results to strengthen the cultivation of college students' achievement motivation.

3. Method

3.1. Research Purpose

- (1) To understand the general situation and gender role attitudes of the university students who participated in the test;
- (2) To understand differences in liberal arts classes among college students with different gender roles;
- (3) To understand the different achievement motives of university students and their combination;
- (4) To examine the association between different gender roles and achievement motivation, the relationship between gender roles and achievement motivation among college students was analysed.

3.2. Research Hypothesis

- (1) Gender roles influence existential motivation;
- (2) The underlying reason for the difference in achievement motivation between the two genders is the difference in gender role attitudes, where a positive correlation is reflected between male gender role attitudes and achievement motivation, while the positive correlation between female gender role attitudes and achievement motivation is not significant.

3.3. Research tools

- (1) Scholar Liu Dianshi compiled the College Student Gender Role Inventory (CSRI-50) in his research results, the scale mainly includes two aspects, one tends to success motivation, the second to avoid failure motivation. The score of achievement motivation consists of the score of pursuing success minus the score of avoiding failure, and the higher the score, the stronger the achievement motivation. The split-half reliability of the CSRI-50 scale is .77 ($p < 0.01$), and the validity is .58 ($p < 0.01$).
- (2) The self-administered questionnaire on Gender Role Attitudes of University Students had an internal consistency of 0.9017 and a split-half reliability of 0.8275, all on a seven-point scale with positive questions. After this questionnaire was returned, the higher the score on the questionnaire, the more traditional the gender role attitudes of the respondents.
- (3) SPSS 11.5 was used as a data analysis and processing tool.

3.4. Research target

The object of this study is the undergraduate students who are from the first to the fourth year of our university, a total of 807 people, including 353 male students, 454 female students, 367 freshmen, 200 sophomores, 118 juniors, 112 seniors; 493 students of liberal arts, 314 students of science; 456 students from towns and cities, 351 students from rural areas; the number of only-children 481, 481, and the number of non-only-children 326; 53 with high family economic status, 420 with medium family economic status and 334 with low family economic status.

3.5. Research methodology

The Gender Role Attitude Questionnaire for College Students and the Achievement Motivation Scale were also distributed. 1,000 questionnaires were sent out and 850 were returned, with 807 valid questionnaires.

The Achievement Motivation Measurement Scale (AMMS), a four-point scale in which participating students responded as they saw fit, with the options of not at all, somewhat not at all, somewhat at all, and fully at all; scores were recorded as 3 for a fully congruent situation, and 0 for a fully incongruent situation.

The Gender Role Attitude Questionnaire for University Students, which is processed on a seven-point scale, requires students to answer the questionnaire questions by choosing completely disagree, disagree, somewhat disagree, not sure, somewhat agree, agree, and completely agree according to their actual situation, with the scores in this order counting from 1 to 7 respectively.

3.6. Relationship between gender roles and achievement motivation

3.6.1. Urban-rural differences in college students' achievement motivation

Table 1 Achievement motivation of urban and rural university students

	Urban M±S	Rural M±S	t	P
Achievement Motivation	4.20±11.36	4.22±10.72	-.028	977
The quest for success	26.61±6.65	27.07±6.13	-1.015	311
Avoiding Failure	22.41±6.97	22.85±6.076	-.897	370

In Table 1, there is no significant difference in achievement motivation between urban and rural college students.

3.6.2. Arts-science differences in college students' achievement motivation

Table 2 Achievement Motivation of Arts and Science Undergraduates

	Art M±S	Science M±S	t	P
Achievement Motivation	4.90±11.23	3.18±10.59	2.170*	030
The quest for success	27.06±6.32	26.61±6.44	0.987	324
Avoiding Failure	22.16±6.70	23.42±7.04	-2.570*	010

(Note: * indicates statistical significance at the 0.05 level; ** indicates statistical significance at the 0.01 level).

According to Table 2, there is a difference in the level of achievement motivation of arts and science college students with $P < 0.05$, where the achievement motivation of arts students is significantly higher than that of science students.

3.6.3. Male-female differences in college students' achievement motivation

Table 3 Achievement Motivation of College Students of Both Sexes

	Male M±S	Female M±S	t	P
Achievement Motivation	5.33±10.80	2.38±11.09	2.520*	012
The quest for success	27.48±6.45	26.42±6.27	2.353*	019
Avoiding Failure	22.14±7.18	24.05±6.75	-2.620*	044

(Note: * indicates statistical significance at the 0.05 level; ** indicates statistical significance at the 0.01 level).

According to Table 3, there is a significant difference in achievement motivation among college students of different genders, where male students have higher achievement motivation, while female students have significantly higher motivation to avoid failure than male students, and both of them reached the 0.05 level of significance.

3.6.4. Attitudes towards gender roles among university students of both genders

Table 4 Attitudes towards gender roles among university students of both genders

Gender role attitudes	Male M±S	Female M±S	t	p
	141.51±32.65	105.10±24.95	17.375***	.000

(Note: * indicates statistical significance at the level of 0.05; ** indicates statistical significance at the level of 0.01).

According to Table 4, a significant difference is reflected between male and female university students in terms of gender role attitudes, with an extremely significant increase in the case of males.

3.6.5. Gender role attitudes of male university students

Table 5 Gender role attitudes of male university students

	Gender role attitudes	F1	F2	F3	F4	F5
Achievement Motivation	286**	143**	079**	288**	109**	239**
The quest for success	277**	261**	019**	265**	239**	241**
Avoiding Failure	-.199**	-.119**	-.252**	-.191**	-.200**	-.068**

(Note: * indicates statistical significance at the 0.05 level; ** indicates statistical significance at the 0.01 level).

According to Table 5, male performance role attitudes are significantly positively correlated with achievement motivation, while a remarkable positive correlation is embodied between all five factors of gender roles of male university students and achievement motivation, their pursuit of success is significantly positively correlated, and avoidance of failure is significantly negatively correlated.

3.6.6. Gender role attitudes of female university students

Table 6 Attitudes towards gender roles among female university students

	Gender role attitudes	F1	F2	F3	F4	F5
Achievement Motivation	-.276**	-.219**	-.072**	-.315**	-.147**	-.239**
The quest for success	-.159*	-.099*	-.032**	-.222**	-.084**	-.120**
Avoiding Failure	314**	275**	190**	320**	169**	245**

(Note: * indicates statistical significance at the 0.05 level; ** indicates statistical significance at the 0.01 level).

According to Table 6, the gender role attitudes of female university students have a significant negative correlation with achievement motivation, with a correlation coefficient of -.276, which arrives at a significant point of 0.1. The five factors of female gender roles are negatively and significantly positively correlated with "pursuing success" and "avoiding failure" respectively.

4. Conclusion

This study found that there is a significant correlation between gender role attitudes and achievement motivation. For male university students, the five male role attitudes are positively correlated with the motivation to succeed, and negatively correlated with the motivation to avoid failure. For female students, the five traditional female role attitude factors are negatively correlated with the motivation to succeed, and the correlation with the motivation to pursue success is not as significant as that with the motivation to avoid failure. It can be concluded that:

(1) The more traditional the gender role attitudes of male college students, the stronger their motivation to achieve and the more they pursue success, but the less they are aware of avoiding failure.

(2) Among female college students, the more traditional their gender role attitudes are, the lower their motivation for achievement and the stronger their motivation to avoid failure.

From the conclusions of this study, it can be seen that in order to comprehensively improve the achievement motivation of male and female college students, we should start from their gender roles, strengthen the guidance of male and female students' gender role attitudes in their daily education and life, not only encourage them to pursue their own self-worth, but also guide male and female college students to correctly look at the relationship between the individual, the society and the family, harmonise the psychological qualities of male and female students, and guide male college students to develop female gender role attitudes and guide female college students to develop male gender role attitudes. It is also necessary to harmonise the psychological characteristics of male and female students, to guide male students to develop female gender role attitudes and female students to develop male gender role attitudes, so that both male and female students can take a rational view of the pursuit of success and the avoidance of failure, and to promote the all-round development of university students.

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