



Research Article

Beyond Traditional Gender Roles: A Study of Achievement and Power Motivation Among Adolescents

Dr. Kamalpreet Kaur Sohi ¹, Preeti Janjhotra ^{2*}

¹ Assistant Professor, Department of Psychology, Punjabi University, Patiala, Punjab, India

² Assistant Professor, Department of Psychology at Government P.G. College, Sector-1, Panchkula, Haryana, India

Corresponding Author: * Preeti Janjhotra

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Abstract

Motivation plays a very crucial role in determining the behaviour of an individual to achieve their goal and to be consistent, as the achievement is a very personal issue. Everybody is motivated due to one reason or another for all these things; one should be motivated. Motivation does play a role in shaping what adolescents want to achieve in school, what kind of jobs they want, and how they develop as people. There are kinds of motivation, but achievement motivation and power motivation are especially important. For a time, people thought that boys and girls had different motivations because of their gender. Boys were thought to be more interested in power and achievement, while girls were thought to be more interested in relationships. Things are changing. More girls are getting educated women are. Families are changing. So the study aims to see if boys and girls still have motivations. The present research paper studied 350 adolescents, including 175 boys and 175 girls aged 16 to 18. We used a test called the Thematic Apperception Test to see what motivated them. We found that there were no differences between boys and girls when it came to achievement motivation or power motivation. This means that boys and girls are similar when it comes to wanting to achieve things and have power. The results suggest that as society changes, the differences between boys and girls are getting smaller. This is important for teachers, counsellors and policymakers who want to help adolescents develop equally.

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1. INTRODUCTION

Adolescence is a time of change for people. They are growing physically, emotionally and socially. During this time, they start to think about what they want to do with their lives. Motivation is what drives them to achieve their goals. Two kinds of motivation are especially important: achievement motivation and power motivation. Achievement motivation is about wanting to do and achieve things. Power motivation is about wanting to have influence and control over others. For a time, people thought that boys and girls had different motivations. Boys were encouraged to be independent and competitive, while girls were encouraged to be nurturing and supportive. Things are changing. More girls are getting educated women are. Families are changing. So we wanted to see if boys and girls still have motivations.

2. REVIEW OF LITERATURE

Motivation has been studied for a long time. One researcher, McClelland, said that there are three kinds of motivation: achievement, affiliation and power. Achievement motivation is about wanting to do, affiliation motivation is about wanting to be with others, and power motivation is about wanting to influence others. Some researchers have found that boys and girls have motivations. Boys have been found to have achievement motivation and power motivation. Other researchers have found that these differences are getting smaller. Girls are now just as motivated as boys to achieve things and have power. One theory is that people learn by observing others. If girls see women in positions, they may be more likely to want to be in powerful positions themselves. Another theory is that people's ideas about gender are changing. Boys and girls are encouraged to pursue any career they want, regardless of their gender.

Need and Significance of the Study

Motivation is important for achieving things, being a leader, and being successful. Understanding what motivates adolescents is important because it can help us develop programs to help them succeed. This study is significant because it looks at motivation in a way. We are not just looking at whether boys and girls have motivations, but also at how society is changing and how that affects motivation.

- Research has shown that achievement motivation differs between male and female employees (Ružić et al., 2016).
- Ružić et al. (2016) found significant gender-related variations in achievement motivation among employed adults.
- Achievement motivation is positively associated with academic achievement and self-concept among secondary school students (Awan et al., 2011).
- Significant gender differences in achievement motivation have been reported among adolescent students, suggesting that motivational patterns may vary across male and female learners (Kavitha Maheswari & Aruna, 2016).

- Research on employed adults has demonstrated that gender can influence achievement motivation in occupational settings (Ružić et al., 2016).
- Academic achievement has also been linked to self-efficacy, achievement motivation, and academic stress among secondary school students (Shekhar & Kumar, 2016).
- The desire to influence, control, or impact others is a central component of power motivation (Winter, 1992).
- Gender ideology plays an important role in shaping differences in power and achievement values between men and women (Prati & Stefani, 2024).

3. OBJECTIVES OF THE STUDY

1. To find out if there are differences between boys and girls in achievement motivation, and Power motivation

Hypothesis

There would be differences between boys and girls in achievement motivation and power motivation.

4. METHODOLOGY

A survey to study 350 adolescents. In this test, called the Thematic Apperception Test, was used to see what motivates them. The Research observation's tries to reveal if there were any differences between boys and girls.

Theoretical Background and Conceptual Framework

Every outcome or result has a strong motivation until Every outcome or result has a strong motivation until an endless someone is motivated to do our work or to excel in some field, and if he is not that one is not motivated, nothing can be achieved to achieve something. Everyone has some motivation as strong as motivation; the time taken to achieve the destination is less. When it comes to achievement motivation, it is a big deal because people want to do well and succeed in school, work and their personal life. People with achievement motivation want to overcome challenges. They keep going even when things get tough. They are more committed to finishing tasks. They tend to set tough goals. Research has shown that achievement motivation is really important for predicting success in education and jobs. Winter said in 1992 that motivation is closely tied to the need for power, influence and accomplishment. According to motivation theory, people are driven by needs that shape their behaviour and goals. The desire to achieve and succeed encourages people to work and persist, which improves their performance. Achievement motivation is what drives people to succeed.

A study by Awan, Noreen and Naz in 2011 found a link between achievement motivation, self-concept and academic achievement among high school students. Their findings suggest that students with achievement motivation tend to do well in school. Another study by Shekhar and Kumar in 2016

reported that achievement motivation is positively linked to self-efficacy and academic achievement, while academic stress can negatively affect performance. Achievement motivation is important for achievement. Gender also plays a role in achievement motivation. Kavitha Maheswari and Aruna (2016) found differences in achievement motivation between female adolescent students. Similar findings were reported by Ružić, Matešić and Štefanec in 2016, who observed gender-related differences in achievement motivation among employed adults. These studies suggest that socialisation, cultural expectations and environmental influences may contribute to variations in patterns across genders. Achievement motivation is different for males and females. Research says that men and women employees have levels of achievement motivation, which is what drives people to succeed. For example, Ružić and his team found this out in 2016. Ružić and his team discovered that men and women have different levels of achievement motivation when it comes to their jobs. They found some differences between the two. If students are motivated to achieve, they tend to do well in school and have a better sense of self. This is what Awan and his team found out in 2011 when they studied secondary school students. There are differences in how motivated boys and girls are to achieve things, even when they are still in school. This means that boys and girls might be motivated in different ways. Kavitha Maheswari and Aruna found this out in 2016. When it comes to people who are already working, research has shown that being a man or a woman can affect how motivated you are to achieve things at work. Ružić and his team found this out in 2016. Doing well in school is connected to how much you believe in yourself and how motivated you are to achieve. How stressed are you about school? Shekhar and Kumar found this out in 2016 when they studied secondary school students. Power motivation is about wanting to have control over people or influence them in some way. This is what Winter said in 1992. What men and women think about gender roles can affect how much they value power and achievement. Prati and Stefani found this out in 2024. It is pretty interesting. Achievement motivation and power motivation are both important. They can be different for men and women. Prati and Stefani, in 2024, highlighted the role of gender ideology in shaping achievement and power values. Their findings suggest that societal beliefs and expectations regarding gender roles can influence individuals' motivation, aspirations and perceptions of success. Understanding these factors is essential for developing a perspective on achievement motivation. We need to understand achievement motivation. This study is based on these findings. It aims to examine achievement motivation within a selected population and explore whether significant differences exist across gender groups. The study contributes to the growing body of literature emphasising the importance of factors in promoting personal success. Achievement motivation is important for success.

Psychological Basis of Achievement Motivation

Achievement motivation refers to a person's inner drive to succeed, accomplish goals, and perform tasks according to standards of excellence. It is a construct that influences learning, performance, persistence and personal development. People with achievement motivation typically demonstrate a desire for success, a willingness to accept challenges, and a commitment to continuous improvement. Achievement motivation is what drives people to succeed. Psychologists have long recognised achievement motivation as a determinant of behaviour. McClelland's theory of needs emphasised the need for achievement as one of the motives influencing actions. Individuals with a need for achievement tend to set goals, seek feedback regarding their performance, and derive satisfaction from accomplishing difficult tasks. Achievement motivation is important for behaviour. Achievement motivation develops through the interaction of characteristics and environmental influences. Family environment, experiences, peer relationships and cultural expectations contribute significantly to the development of achievement-oriented behaviour. Positive reinforcement, encouragement and opportunities for success can strengthen achievement motivation, whereas repeated failure experiences may reduce it. Achievement motivation can be developed. Research has demonstrated that achievement motivation is positively associated with self-concept, self-efficacy and academic performance. Individuals who believe in their abilities are more likely to persist in situations and strive for excellence. Achievement motivation has also been linked to gender-related factors, with several studies reporting differences in patterns among males and females. Achievement motivation is important for performance. Understanding the basis of achievement motivation is important because it helps educators, parents and psychologists develop strategies that foster goal-directed behaviour, resilience and lifelong learning. Enhanced achievement motivation can contribute to performance, occupational success and overall psychological well-being. We need to understand achievement motivation.

Factors Affecting Achievement Motivation

- 1. Self-Concept** – Having a positive self-image increases confidence and willingness to undertake tasks. Self-concept is important for achievement motivation.
- 2. Self-Efficacy** – Believing in one's abilities enhances persistence and effort. Self-efficacy is important for achievement motivation.
- 3. Support** – Guidance from parents fosters achievement-oriented behaviour. Support is important for achievement motivation.
- 4. Teacher Influence** – Teacher expectations and feedback promote motivation. Teachers can influence achievement motivation.

5. Peer Group – Supportive peers can encourage engagement and achievement. Peer groups are important for achievement motivation.

6. Academic Environment – Availability of resources and opportunities influences motivation. The academic environment is important for achievement motivation.

7. Gender and Socialisation – Expectations and gender roles may shape achievement-related attitudes. Gender and socialisation are important for achievement motivation.

8. Reward and Recognition – Appreciation and rewards reinforce achievement behaviour. Rewards and recognition are important for achievement motivation.

9. Goal Setting – Clear and realistic goals increase motivation and persistence. Goal setting is important for achievement motivation.

10. Stress and Anxiety – Stress may negatively affect achievement motivation and performance. Stress and anxiety can affect achievement motivation.

11. Socioeconomic Status – Access to resources and opportunities can influence achievement striving. Socioeconomic status is important for achievement motivation.

12. Power and Achievement Values – Personal values regarding success, leadership and influence contribute to patterns. Power and achievement values are important for achievement motivation.

5. RESULTS

Thematic Apperception Test (Uma Choudhary, 1974)

Results :

	Levene's Test for Equality of Variances		Independent Samples Test							
	F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					One-Sided p	Two-Sided p			Lower	Upper
Power G	4.084	.044	.735	348	.231	.463	.29714	.40401	-.49747	1.09176
AchG	.862	.354	1.079	348	.141	.281	.46286	.42895	-.38080	1.30652

Both showing no significant gender difference in achievement and power motivation.

The results show there were no differences between boys and girls in achievement motivation or power motivation. This means that boys and girls are similar when it comes to wanting to achieve things and have power.

6. RESULTS AND DISCUSSION

The results are important because they show that the differences between boys and girls are getting smaller. This means that boys and girls are now more similar in what motivates them. We think that this is because society is changing. More girls are getting educated. Women are becoming independent. Families are changing. These changes are affecting what motivates boys and girls. These results also support the idea that people learn by observing others. If girls see women in positions, they may be more likely to want to be in powerful positions themselves. It also emphasises that people's ideas about gender are changing. Boys and girls are encouraged to pursue any career they want, regardless of their gender. Overall results suggest that motivation is not about gender but also about the society and its surroundings. As

As society changes, the differences between boys and girls are getting smaller. This is important for teachers, counsellors and policymakers who want to help adolescents develop equally. The study shows something about people: men and women are becoming more similar in what motivates them. Of being motivated by traditional ideas of what men and women should be, young people are now motivated by what they are interested in, what chances they have and what they want to achieve.

Educational Implications

1. Schools should give both boys and girls an equal chance to be leaders.
2. Teachers should not teach boys and girls that they should act in ways just because of their gender.
3. Schools should help students find careers that they're good at and not just because of their gender.
4. Schools should keep working to make sure boys and girls are treated equally and have the power.

7. CONCLUSION

This research paper shows how boys and girls aged 16 to 18 are motivated to achieve and have power. Study found that boys and girls are not that different when it comes to motivation. This suggests that the old ideas about what motivates men and women are not true anymore. The results show that society is changing, with men and women being treated equally and having more chances to learn and grow. Young people nowadays want things, like being successful and having influence, no matter if they are boys or girls. This study helps in understanding what motivates people and shows that people need to think about motivation in the context of what is happening in the world around them. Thus, this study of motivation is important. It helps to understand motivation, and adolescent motivation is important because it clarifies what motivates adolescents, like boys and girls, to achieve and have power.

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About the Author



Dr. Kamalpreet Kaur Sohi is an Assistant Professor in the Department of Psychology at Punjabi University, Patiala, Punjab, India. Her academic interests include educational psychology, motivation, personality development, mental health, and behavioural sciences. She is actively engaged in teaching, research, and promoting evidence-based psychological studies.



Preeti Janjhotra is an Assistant Professor in the Department of Psychology at Government P.G. College, Sector-1, Panchkula, Haryana, India. Her research interests include educational psychology, adolescent development, mental health, counselling, and behavioural sciences. She is committed to quality teaching, academic research, and student-centred learning initiatives.