



## ACHIEVEMENT MOTIVATION AMONG ADOLESCENTS

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**ABSTRACT** Previous research have found that the motive to excel in academic work as an activating force, a drive or an urge to achieve good results and recognition which to some degree accounts to progress in school and colleges. This research aimed at examining the level of achievement motivation among arts and commerce pre-university college students. Causal descriptive research design was employed. A sample of 160 college students was selected for the present study (80 Arts students and 80 commerce students). The achievement motive test (ACMT) was administered to the students to measure the level of achievement motivation. Both arts and commerce students have exhibited an above average level of achievement motivation. The results of an independent t statistic indicated that there is no significant difference on the level of achievement motivation between arts and commerce pre university college students. The results are discussed in light of the need of intervention in enhancement of achievement motivation among students.

**KEYWORDS :** Achievement motivation. Combination, Pre university college students

### Introduction

Achievement motivation is a drive to excel in learning tasks combined with the capacity to experience tried in accomplishment. 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. This need has labeled n-achievement for convenience.

One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life. The drive may come from an internal or external source. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity. And also, achievement of one goal sets the ball rolling for another one to be achieved. Thus, to be motivated is a constant need.

Academic motivation is defined as enthusiasm for academic achievement which involves the degree to which students possess certain specific behavioural characteristics related to motivation (Hwang et al, 2002). It is the orientation to the actions which is important to compel with the perfect standards. Goc (2010) has stated the factors affecting students' achievement motivation as; effectiveness of the teacher, friends, the individual's attitude towards school, Adolescents in the modern days have to face the wave of globalization. Students' perceptions about their own abilities, past experiences (positive or negative), the importance given to the student's success, parents approaches towards their children and school. The effect of these are seen in the form of emotional reactions and adjustment problems affecting their academic motivation. Thus, the ability to control the emotions has become important for not carried away by the flow of negative and evil elements.

Research on motivation has burgeoned over the past four decades. As a result, much has been learned about the nature of students' motivation. During the past half century, a diversity of crucial motivational motivation (Linenbrink & Pintrich, 2002; Wigfield & beliefs, values, and goals have been identified and examined (Wigfield, 1997). Some studies have focused on competence-related beliefs as a valuable measure of an individual's achievement Eccles, 2002). Males and females were found to have different competence-related beliefs during childhood and adolescence (Wigfield & Eccles, 2002). Results revealed that boys had higher competence beliefs in sports activities and math compared to girls. However, girls had higher competence beliefs in reading English, and social activities compared to boys. Linnenbrink and Pintrich (2002) posited that competence beliefs are important because they predict performance and task choice. These beliefs also affect the student's motivation to succeed and achieve a goal.

Salili (1996) investigated age, sex and cultural differences in achievement motivation. The study was conducted on British high school and Chinese students aged 13-55. Results revealed that Chinese

high school students had significantly higher n-Ach scores than their British counterparts. Female subjects of both cultures had higher scores than males, although this difference was significant for British female subjects only. On the basis of the review of literature it is evident that gender and academic stream are important variables to influence their achievement motivation but their nature and extent are inconclusive. Therefore, the present study was intended to examine the role of gender and academic streams in determining their achievement motivation.

To understand the nature of academic achievement is to understand the achievement motivation. It is obvious that students who are not motivated to succeed will not work hard. In fact, several researchers have suggested that only motivation directly effects academic achievement; all other factors affect achievement only through their effect on motivation (Tucker, Zayco, & Herman, 2002). Ahmad and Rana (2012) find how motivation influences academic performance of college students. Tella (2007) showed that gender difference were significant when impact of motivation on academic achievement was compared in male and female in Nigeria students. A third, key to understanding academic achievement is academic procrastination. Procrastination considered as one of the most serious problems in daily life and educational settings in modern societies. Studies throughout history show that it has been a damaging disaster for individuals at least from three thousand years ago (Steel, 2007). Procrastination may be defined as the postponement of task completion usually resulting in a state of unhappiness or subjective discomfort. Specifically, academic procrastination is a pervasive and potentially maladaptive behavior for many university and college students often resulting in feelings of psychological distress (Solomon & Rothblum, 1984 cited by Binder, 2000). The cognitive component of procrastination involves the discrepancy between intentions and actual behavior. Howell & Watson (2007) examined relations between procrastination, achievement goal orientations, and learning strategies on 170 undergraduate students. They showed that procrastination related negatively to a mastery-approach goal orientation. Sepehrian azar, Jabari Lotf (2011) showed that Problem-oriented coping style, inversely, is a significant predictor of academic procrastination. And, there was no significant difference among boys and girls, as far as the level of academic procrastination concerns. In another study, Sepehrian azar & Hosaeinzadeh (2012) proposed a structural modeling analysis of the relationship between coping styles with academic procrastination in students. Their proposed structural model on 157 undergraduate students showed that, task-oriented coping style had a negatively effect on academic procrastination and anxiety was significant predict of Academic Procrastination. Another result of them study revealed, perfectionism couldn't significantly predict of Academic Procrastination. There weren't significant differences among students groups of entrance and fields of study in Academic Procrastination.

Sudhir (1998) examined the nature and extent relationship between selected personality factors and achievement motivation and the

association between socio educational factors and achievement motivation among high school students. He found that the students with high test anxiety are positively related to achievement motivation, with self reliance are negatively related to achievement motivation, and with high family relation were found to be more achievement oriented. Tuckman (1999) presented a model of motivation for achievement that includes three generic motivational factors that influence outcome attainment: (1) attitude or belief about one's capability to attain the outcome; (2) drive or desire to attain the outcome; (3) strategy or techniques employed to attain the outcome. He has presented an experimental research evidence to illustrate the contributive influence of each proposed factor on academic engagement and achievement. In connection of the above studies the present study aimed at examining the level of achievement motivation among pre university college students.

**Aim:** To examine the level of achievement motivation among pre university college students.

**Objectives**

- To compare the level of achievement motivation among pre-university arts and commerce college students.
- Hypothesis
- There is a significant difference between arts and commerce pre university college students on the level of achievement motivation.

**METHOD**

Research design: Casual descriptive research design is employed. The study was conducted on 160 students (80 Arts and 80 Commerce students) in order to compare the level of achievement motivation.

**Participants**

A total of 160 students were selected from different rural pre-university colleges including 80 Arts and 80 Commerce students.

**Inclusion criteria**

- The age of the participants was between 16 to 20 years
- Exclusion criteria:
- Not included urban students
- Repeater students were not been considered

**Measures**

**Information schedule:** This schedule was developed to elicit detailed information regarding age, gender, type of religion, educational level and other demographic details.

**Achievement Motive Test (ACMT) :** Developed by Bhargava (1994) Based on sentence Completion Method. The present test is intended to measure the N Ach score of the person. It is based on the lines following the pattern of Bishwanath Mukherji and the method of sentence completion test. The test consists of 50 items of incomplete sentences/item/which are to be completed by that subjects by putting a check-mark on any one of the three alternative responses given against each item. The Reliabilities for English version of the test the values of reliability were .91 and .78. The test was tried for having the agreement with the criterion test of N Ach, and with educational achievement in various faculties. It was found that the test scores on this test and that with the test-scores for SCT of Biswanath Mukherji had an agreement of .80 and with Educational Achievement Test (General) it had an agreement of .75. For English version the values of validity indices were .85 with Educational Achievement Test. The procedure for scoring is very simple. It can be done with the help of a scoring key. Each item indicating Achievement Motivation (N Ach) is given a score of 1 and the total score earned on all the items is the N-Ach Score.

**ANALYSIS OF RESULTS AND DISCUSSION**

The primary objective of the study was to understand the degree of achievement motivation among adolescents. The sample of 160 was selected for the study. Their responses on the scale were tabulated. The descriptive statistics of the total sample are as follows and an independent t statistic was used to compare the level of achievement motivation among pre university arts and commerce college students, the analysis is as follows,

Table-1

Shows the mean, standard deviation and t ratio on the level of achievement motivation of commerce and arts student

Group	level of achievement motivation			T	P
	N	Mean	SD		
Commerce	80	19.01	7.45	.65	NS
Arts	80	18.40	3.67		
Total	160				

Graph-1

Shows the mean scores on the level of achievement motivation between commerce and arts students



Table 1 shows the mean score, standard deviation and t ratio on the level of achievement motivation among sample groups. Arts students have obtained lesser mean score ( $M=18.40, SD=3.67$ ) on the level of achievement motivation compared to commerce students ( $M=19.01, SD=7.45$ ). The mean difference is also shown in the graph 1. In comparing significant mean differences between groups an independent t test is calculated and the obtained  $t(78) = .65, p > .01$  which clearly indicates that there is no significant difference in the level of achievement motivation between commerce and arts students.

**Conclusion**

There is no significant difference on the level of achievement motivation among pre university arts and commerce college students

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