

## Construction and Validation of Achievement Motivation for High School Students



### Education

**KEYWORDS :** Achievement motivation, High school students

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### ABSTRACT

*The aim of the present study is to measure the Achievement motivation in high school students. For that the investigator constructed an achievement motivation inventory. That inventory consists of 45 items with 3 responses. The Achievement motivation inventory has been developed to provide a simple and objective measure of Achievement motivation of high school students. In that process the pilot study tool was given to a sample of 100 high school students and thus the collected data were subjected to analysis. Finally 35 items were retained. The tool is also subjected to reliability measure. Norms were also established.*

### INTRODUCTION

Achievement motivation is a concept developed by the social psychologist McClelland to denote the strong urge felt by an individual or society for achievement in various aspects like education, culture, money, etc. that satisfies the need of self-esteem. The achievement motive is the deciding factor in attaining success in different fields. An achieving society is characterized by the history of a strong and persistent achievement motivation.

McClelland et al (1959) defined achievement motivation as a competition with a standard of excellence. Thus the achievement motivation is characterized by a desire to attain a high standard of excellence and to accomplish the unique objective. The self-imposed requirement for good performance or accomplishment of some unique work may be called as need to accomplish something worthwhile, unique or excellent or need for mastery. The achievement motive move or drives an individual to strive to gain mastery of difficult and challenging situation or performances in the pursuit of excellence. It comes into the picture when an individual knows that his performance will be evaluated, that the consequence of his actions will lead either to success or failure and that good performance will produce a feeling of pride in accomplishment. The achievement motive may thus be considered to be a disposition to approach success or the capacity to take pride in accomplishment when success is achieved in an activity. As for the original and development of the achievement motivation, it can be safely said that it is conditioned by one's early training, experiences and subsequent learning. In general, children usually acquire the achievement motivation from their parent's lifestyle.

### ACHIEVEMENT MOTIVATION:

Atkinson (1964) states, "The theory of achievement motivation attempts to account for the determinants of the direction, magnitude and persistence of behavior, in limited but very important domain of human activities. In the words of Dave and Anand (1979) "Achievement Motivation is a desire to do well relative to some standard of excellence." Colman, A.M. (2001) has defined achievement motivation as a social form of motivation involving a competitive desire to meet standards of excellence.

### RATIONALE FOR TOOL CONSTRUCTION:

Of course numbers of ready-made tools are available for research, the investigator would like to construct his own. Because most of tools are age old and few of them are meant for different age groups. The motivational needs for achievement have changed dramatically in recent years. Further the investigator would like to study the high school student's achievement motivation. Hence the investigator decided to construct a new one.

### OPERATIONAL DEFINITION:

#### ACHIEVEMENT MOTIVATION:

Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are drive to succeed for varying reasons both internal and external.

### METHODOLOGY:

#### TOOL DESCRIPTION:

To prepare the present inventory, an effort was made to study factors suitable for measuring the achievement motivation. Apart from the standard of excellence, unique accomplishment and long term involvement, indicating achievement imagery as suggested by McClelland and Atkinson, the following factors were classified as cues of achievement imagery. They are achievement motivation, social acceptance and higher sense of achievement and excellence. All these factors were accepted for providing the bases to prepare the items in the inventory of achievement motivation. The Achievement motivation inventory has been developed to provide a simple and objective measure of Achievement motivation of high school students. There are 45 statements in the inventory. Each of which is followed by three possible alternatives A, B and C. Out of the three alternatives one is achievement-oriented, one is socially acceptable, yet one of them imply a higher sense of achievement and excellence. The main aim was to provide a tool for use by the class room teacher. The student has to indicate the alternative he generally prefers. The test may be administered to a group or an individual. There is no time limit.

### SAMPLE:

The present study has been conducted on the high school students of cuddalore district in Tamil Nadu. A random sample of 100 high school students has been selected for the present study chi-square values was employed.

### STATISTICAL TECHNIQUES:

The total score of the achievement motivation inventory is 45 and the scores of the individual ranges from 0 to 45. In order to select the items, the chi-square value is calculated whether the answers is based on student's responses or occur mere chance fluctuation. Thus chi-square value is calculated for each statement. The chi-square value of 45 statements for a df of 1 at 0.01 level of significance is given in table-1. The chi-square value for a df of 1 at 0.01 level is 6.635. From the table chi-square values of all the items of the inventory which are greater than 6.635 are selected other items are not selected. Thus the 35 statements are significant at 0.01 levels. Finally those 35 statements are retained as such for the purpose of the final study.

**Table-1**  
‘ $\chi^2$ ’ Values for Items Analysis in Achievement Motivation among High School Students

S. No	$\chi^2$ value	Item selected
1	92.16	Selected
2	14.40	Selected
3	27.04	Selected
4	0.04	Not selected
5	38.44	Selected
6	0.16	Not selected
7	33.64	Selected
8	77.44	Selected
9	31.36	Selected
10	12.96	Selected
11	25.00	Selected
12	38.44	Selected
13	60.84	Selected
14	7.84	Selected
15	0.04	Not selected
16	1.00	Not selected
17	14.44	Selected
18	29.16	Selected
19	10.24	Selected
20	9.00	Selected
21	10.24	Selected
22	19.36	Selected
23	4.84	Not selected
24	11.56	Selected
25	6.76	Selected
26	7.84	Selected
27	6.76	Selected
28	7.84	Selected
29	1.44	Not selected
30	27.04	Selected
31	19.36	Selected
32	0.36	Not selected
33	36.00	Selected
34	31.36	Selected
35	11.56	Selected
36	17.64	Selected
37	19.36	Selected
38	11.56	Selected
39	12.96	Selected
40	0.16	Not selected
41	6.76	Selected
42	5.76	Not selected
43	11.56	Selected
44	4.84	Not selected
45	38.44	Selected

#### RELIABILITY AND VALIDITY:

The reliability of the achievement motivation inventory was established through test-retest method. The reliability of this tool was found to be 0.70. The validity of the tool was established by taking the square root of reliability co-efficient which is found to be 0.83.

#### NORMS:

The achievement motivation inventory has 45 items. The score of the test ranges from 0 to 45. Higher score indicates the high achievement motivation and details of scoring are given in the following table.

**Table – II**  
**SCORING PROCEDURE**

S. No	Scores	Level of Achievement Motivation
1.	21 - 45	High level
2.	17 – 21	Moderate level
3.	0 – 16	Low level

The percentile norms have been calculated and are given in the following table.

**Table – III**  
**THE PERCENTILE NORMS FOR THE ENTIRE SAMPLE**

Percentiles	Scores
P <sub>10</sub>	12
P <sub>20</sub>	15
P <sub>30</sub>	16
P <sub>40</sub>	17
P <sub>50</sub>	18
P <sub>60</sub>	20
P <sub>70</sub>	21
P <sub>80</sub>	22
P <sub>90</sub>	23

#### CONCLUSION:

This tool will be very much useful to measure the achievement motivation of high school students. Achievement motivation is one of the crucial psychological factors determining future academic and occupational successes. Therefore, general and professional education should be completed with trainings focused on psychological skills useful and desirable in everyday life.

#### REFERENCE

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