



## Influence of Achievement Motivation (AM) on Academic Achievement of Secondary School Students

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### ABSTRACT

This study was conducted on 544 secondary school students to find out the influence of Achievement Motivation (AM) on Academic Achievement. The investigator hypothesized that there is no significant difference between different categories of Achievement Motivation in respect of Academic Achievement. In fact, the investigator found that there is a significant mean difference between different categories of Achievement Motivation (high motivation, above average motivation, average motivation, below average motivation, low motivation and lowest motivation). It was found that there was much difference in Academic achievement and achievement increases with the increase in Achievement Motivation.

### KEYWORDS

Academic achievement, Achievement Motivation, Secondary school students

**Introduction:** Achievement motivation is the mind-set to achieve rather than achievement themselves. It is an intrinsic motivation of delayed reinforcement which arises from an interaction within the person. "Achievement motivation is a pattern of panning of actions and feelings connected with striving to achieve some internalized standard of excellence as contrasted for example will power or friendship" (Vilder, 1977). Need for achievement could be defined as a motive to strive for success. McClelland (1953) attempted to find out the need for achievement in societies and its affect on economic and political growth of a nation. He measured the need for achievement using Thematic Apperception Test. His colleagues devised a method of measuring need for achievement and tried to find how those who were high and low in their motive differed. Parents, who insist on their children to do well at an early age and on their own, are likely to instill the need for achievement (McClelland, 1953). It appears that second factor is the use of rewards and punishments when given along with independence training helps to instill the need for achievement in young boys (Teevan & McGhee, 1972). Thus it can be concluded that individuals with high need for achievement are people interested in excellence for its own sake rather than for the extrinsic rewards. They prefer to make independent decisions based on their own evaluations and experience. They choose challenging goals and prefer delayed rewards to immediate ones. Achievement motive has been studied in relation to academic achievement (McClelland, 1953 & Atkinson, 1966). These studies highlighted the importance of formation of standard of excellence in the development of proper study motivation. Need for achievement appears to have a significant effect on life. People with low levels of achievement motivation are less likely to do better in life situations than those having high levels of this motive (Busato, Prins, Elshout & Hanaker, 2009). It was demonstrated that under some circumstances high need for achievement people will persist longer at a challenging task. Bakhtiarv, Ahmadian, Delrooz, and Farahani, (2011) showed that achievement motivation has considerable effect on academic achievement. Few studies have investigated the significance of school environment on adolescent's achievement motivation (Quagila & Cobb, 1996; Wilson & Wilson, 1992). The school environment may hinder or support children's development and achievement motivation (Espostico, 1999; Goodenow, 1994; Mouton & Hawkins, 1996). Factors within the school atmosphere that may influence adolescents motivation to achieve include sense of safety, belonging and support in the classroom. Goodenow (1994) recognized that sense of belonging was related with achievement motivation and academic achievement.

### Review of Literature:

**Kenny, Walsh-Blair, Blustein, Bempechat and Seltzer (2010)** studied work place. Autonomy support, achievement related beliefs and achievement motivation among urban adolescents. Results of the study showed workplace, autonomy support shared 37.5% of the variance with achievement related beliefs. Findings also contributed to the theoretical knowledge in fostering achievement motivation among adolescents.

**Bakhtiarv, Ahmadian, Delrooz and Farahani (2011)** studied the moderating role of achievement motivation on relationship of learning approaches and academic achievement. For this purpose they selected 200 college students (100 males and 100 females) including psychology and educational science through random sampling. The findings of the study revealed that the achievement motivation moderated relationship of learning approaches and academic achievement. It was found that achievement motivation have considerable effect on academic achievement.

**Onete, Edet, Udey, Ogbor (2012)** examined the relationship between first year education students, achievement motivation and their academic performance. Results of the study showed that neither students' academic achievement motivation nor students' social achievement motivation had any significant influence on academic achievement.

**Shekhar and Devi (2012)** studied achievement motivation across gender and different academic majors. Eighty students (40 males and 40 females) were selected for the study through purposive method. Results showed significant difference between the achievement motivation of science and arts stream students and between male and female students. Results also indicate significant role of gender and academic majors on achievement motivation of college students.

### Objective of the study:

To study the academic achievement of the students in relation to their Achievement Motivation

### Hypothesis:

There is no significant mean difference between Achievement Motivation categories with respect to Academic Achievement.

### Methodology:

The study was descriptive in nature and the secondary school students of District Anantnag of Jammu and Kashmir formed the population of the study. Sample was selected through simple stratified random sampling technique and 10% of the schools were selected which was 23 schools. 544 students

were selected for sample through random table method.

**Tool used in the study:**

Achievement Motivation scale by Deo, P. and Mohan, A. (2011) was used for data collection. It has 50 items out of which 13 are negative and 37 are positive items. It is a five point scale having options as Always, Frequently, Sometimes, Rarely, Never. It has no time limit.

**Data collection:**

Data was collected from the 10<sup>th</sup> class students. The investigator personally visited the schools and administered the tool. Clear instructions were given to the students. Academic achievement scores were taken from the Jammu and Kashmir Board of School Education Gazette and its website [www.jkbose.nic.in](http://www.jkbose.nic.in).

**Results and Discussion:**

**Table No. 1: Frequency of the sample in AM.**

Achievement motivation	Frequency	Percentage
High motivation	13	2.4
Above average motivation	51	9.4
Average motivation	182	33.5
Below average motivation	156	28.7
Low motivation	90	16.5
Lowest motivation	52	9.6
Total	544	100

Total sample selected were 544 students, among them 182 students were having average achievement motivation comprising 33.5%, 156 students were having below average motivation comprising 28.7%, 90 students were having low motivation comprising 16.5%, 52 students were having lowest motivation comprising 9.6% and 51 students were having above average motivation comprising 9.4%. High motivation students were 13 comprising 2.4% and in aggregate represent the 100% of the sample.

**Table No. 2: value of 'F' between categories of Achievement Motivation with respect to Academic Achievement.**

Source of variation	Sum of squares	Mean squares	df	F
Between Groups	371.608	74.322	5	11.107**
Within Groups	3600.137	6.692	538	
Total	3971.745		543	

\*\*Significant at 0.01 level

The 'F' value is found to be significant and hence the hypothesis is rejected. This shows that there is a significant difference between categories of achievement motivation with respect to academic achievement. Secondary school students who belong to different categories of achievement motivation, viz. highly motivated, high motivation, above average motivation, average motivation, below average motivation, low motivation and lowest motivation do differ among themselves in respect of their academic achievement. This shows that achievement motivation does influence academic achievement of secondary school students. Yousuf (2011) found a significant relationship between nAch and academic achievement. Busato, Prins, Elshout, and Hanaker (2000) showed that achievement motivation is positively associated academic success. F value is found to be significant hence Tukey Post Hoc test is done to know the exact categories that do influence academic achievement, mean difference between all the categories of achievement motivation in respect of their academic achievement is presented in the table no. 3.

**Table No. 3: Significance of mean difference between different categories of Achievement motivation with respect to academic achievement**

De-pendent variable	Category – I	Category – II	Mean difference	Sig.
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Academic achievement	High motivation (AM=7.7692)	Above avg. motivation (AM=6.6196)	1.14962	.708
		Average motivation (AM=5.8231)	1.94615	.094
		Below avg. motivation (AM=4.6192)	3.15000*	.000
		Low motivation (AM=4.8911)	2.87812*	.003
		Lowest motivation (AM=4.1692)	3.60000*	.000
	Above avg. motivation	Average motivation	.79653	.377
		Below avg. motivation	2.00038*	.000
		Low motivation	1.72850*	.002
		Lowest motivation	2.45038*	.000
	Average motivation	Below avg. motivation	1.20385*	.000
		Low motivation	.93197	.060
		Lowest motivation	1.65385*	.001
	Below avg. motivation	Lowest motivation	.45000	.887
		Below avg. motivation	.27188	.968
	Low motivation	Lowest motivation	.72188	.598

\*significant at 0.05 level

The mean difference values are found to be significant at 0.05 levels for some categories like high motivation and below average motivation; high motivation and low motivation; high motivation and lowest motivation; above average motivation and below average motivation; above average motivation and low motivation; above average motivation and lowest motivation; average motivation and below average motivation; and, average motivation and lowest motivation. It is inferred that there is a significant mean difference in academic achievement among these categories of students. Mean difference is found to be not significant among categories like high motivation and above average motivation; high motivation and average motivation; above average motivation and average motivation; average motivation and low motivation; below average motivation and lowest motivation; low motivation and below average motivation and, low motivation and lowest motivation. It is concluded that there is no significant mean difference in academic achievement among these categories of secondary school students. Also mean values show that there is increase in academic achievement with the increase in achievement motivation.

**Conclusion:**

Achievement motivation which is a zeal and zest within the individual to perform and succeed. Need for achievement appears to have a significant effect on life. People with low levels of achievement motivation are less likely to do better in life situations than those having high levels of this motive. There have been ample evidences in support of the achievement motivation and economic growth. Adequate achievement motivation motivates an individual to strive for success in various spheres of life. The level at which the goal is set is determined by the expectations of its achievement. Accomplishing a goal leads to satisfaction and pride. Extensive research is been done to study the influences on student's achievement motivation. Studies also suggest some factors which are related to achievement motivation which include family background and school experiences also. As for this study is concerned it shows that achievement motivation categories have a significant impact on academic achievement and academic achievement increases with the increase in achievement motivation.

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