Impact Of Achievement Motivation On Academic Achievement Of Undergraduate Students

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ABSTRACT:
Achievement Motivation plays a significant role in students' life, this the basic attainment of excellence. The present study was designed to investigate the impact of Achievement Motivation on Academic Achievement of Undergraduate Students of Gangadhar Meher University, Sambalpur, Odisha. The framed objective of the study was to describe the achievement motivation score of Undergraduate students, investigating the impact of achievement motivation on academic achievement of undergraduate students and finding out the significance of difference between achievement motivation of undergraduate boys and girls' students. In the present study, the investigator adopted the ex-post facto research design, where 126 undergraduate students including 63boys and 63girls from all the stream of Arts, Commerce and Science were taken under study following stratified random sampling technique. The research instrument used for the study was Deo- Mohan Achievement Motivation Scale (DMAMS). The Statistical technique used for the study was Mean, Sd and t-test. The findings revealed that most of the Undergraduate Students had Moderate level of achievement motivation score, there is no impact of achievement motivation on academic achievement of undergraduate students and there exists no significance of difference between achievement motivation of boys and girls undergraduate. The present study was concluded with the suggestions and implications.
Keywords- *Achievement Motivation, Academic Achievement, Stratified Random Sampling.*

I.   INTRODUCTION

The acquitions of knowledge and making it utilize to improve the essence of life is education which makes each creature to strive for excellence in distinct sphere of life. This journey towards excellencies gets accelerated with some inner zeal which initiates the behaviour, thoughts and actions of an individual to attain the novelty. This driving inner zeal is known as Achievement Motivation. The term Achievement Motivation was firstly coined by **Henry Murray** in **1938** in the book "**Exploration of Personality.** According to Murray (1938) Achievement Motivation is the force of overcoming obstacles and regularly taken on difficult tasks. The active researcher who has thrown light on the Achievement Motivation was **Devid McClelland.** In 1980 McClelland s worked to find the relationship between human motivation and their need for achievement. Every human being has motive for achievement but the degree of its presence is relatively different which manifest their unique personality with their action (McClelland, 1987). The person with higher motive for achievement will be one who willing to challenge the goals, take risks for actions and compete with standards of excellence.

Therefore, achievement motivation is the attitude to achieve Excellence rather than accomplishment. It is energy or the zeal initiated by desire for success, need for success and wish to do well. This is the acknowledged way of accomplishing and struggling the success. Achievement motivation is the model of action planning and feel connected to the hard work to achieve a certain level of internal excellency. This is an acquired tendency that always tends to modifying and remodelling the behaviour, attitude and inspiration towards the action.

Achievement motivation acts as a stimulating force towards academic achievement, strengthening the achievement motivation to greater the achievement (Morboh & Blester,2013; Mahat & Barman, 2019; Santhi & Suthanthiradevi, 2019; Venkataraman & Manivannan, 2018; Sarangi,2015). This motivation provides a good great to personal, social, and occupational fields and enormous scope to achieve life goals (Dhanya & Anitha, 2013). The motive for achievement influences intelligence, positive attitude for learning, study habits, cognitive style, instructional strategy, self-concept, learning strategy, cognitive skills, and learning approaches which further helps the students to attain good grades and well performance in their academic career (Sharma and Ranjan,2019; Singh and Kaur,2019; Sharma & Pooja, 2018; Chamundeswari & Santhakumari**,**2015; Sikhwari, 2014; Emanual et al, 2014; Bakhtiarvand, 2011; Ahmad, 2006;).

However, this needs for achievement is predicted by a number of variables called gender, locality, learning approach, academic stream, management of the school, and community from which students belong (Singh & Kaur, 2019; Santhi & Suthanthiradevi, 2019; Singh & Kaur, 2019; Venkataraman & Manivannan, 2018; Rani & Reddy, 2018; Sarangi, 2015; Sikhwari, 2014). But the results are inconsistent. For ex- Venkataraman & Manivannan, 2018; Rani & Reddy, 2018 found that female students have high achievement motivation whereas Sarangi, 2015 found that Male students have high achievement motivation as compared to their male counterparts. So, by following the replication characteristics, the present study sought.

II. THE PRESENT STUDY

Higher Education plays a vital role in the Indian education system. The achievement of students in higher education has both developmental and occupational implications in students' life. It has been documented by researchers that the academic achievement of students irrespective of their educational level gets accelerated by their achievement motivation (Morboh & Blester,2013; Dhanya & Anitha,2013; Emanuel et al.,2014). Considering the importance of worldwide researchers and policymakers have made significant contributions to keep this factor strong, but still, a cent percent result has not been achieved to date due to some exclusion. Ten Years back research analysis has shown the result that- firstly, among the various parts of the country research in Odisha has made a few attempts towards the variable achievement motivation. Secondly, most of the studies were conducted at school level education (Begum,2014; Emmanuel et al.,2014; Kalpana Kumara & Qasim;2015, Hasah & Sankar,2018). Thirdly, research conducted at higher levels of education has taken postgraduate students as the representative sample for their study (Baka & et al.,2010; Pany,2014; Sikwash,2014). But, the Undergraduate level of education is a transactional period where students came in contact with a new environment and expand curriculum which may lead to adjustment problems, coping difficulties, and unsatisfactory academic performance of students. In this context, the achievement motivation of Undergraduates to achievement requires far-reaching consideration.

Thus, the present study aims to investigate *What is the distribution of achievement motivation scores of Undergraduate Students? Is there any impact of achievement motivation on the academic achievement of Undergraduate Students? Is gender a predictor for achievement motivation of Undergraduate Students?*

Based on the theory, the investigator hypothesized that; (H1) *There is a significant impact of achievement motivation on the academic achievement of Undergraduate Students. (H2) Gender is a predictor for achievement motivation of Undergraduate Students.*
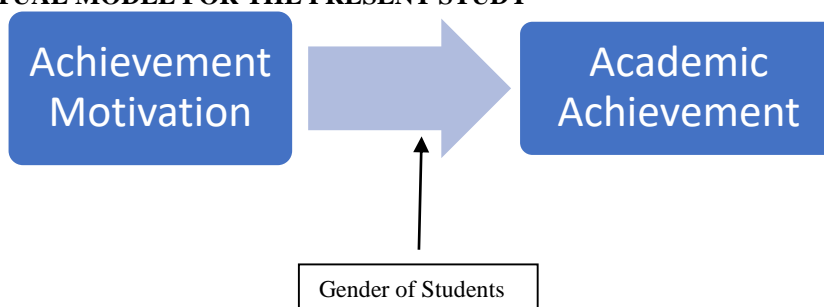
THE CONCEPTUAL MODEL FOR THE PRESENT STUDY

Figure 1- Conceptual Model of present Study

III. MATERIALS AND METHODS

METHOD

This descriptive study was conducted in 2020. As the research was designed to study the impact of achievement motivation on academic achievement, as the variable achievement motivation is naturally manipulated the investigator used Ex-Post Facto research design followed by a quantitative approach.

PARTICIPANT

A participant of 126 undergraduate students including 63 boys and 63 girls studying at Gangadhar Meher University, Sambalpur, Odisha, India was selected as a representative sample for the present study. The University offers Undergraduate courses in Arts, Science, and Commerce Stream on a regular basis, so the sample selection technique followed for the same was Stratified random Sampling where the investigators first selected the undergraduate students from all three streams viz: Arts, Commerce, and Science in a random manner and then formed some strata of boys and girls in order to attain the designed objectives.
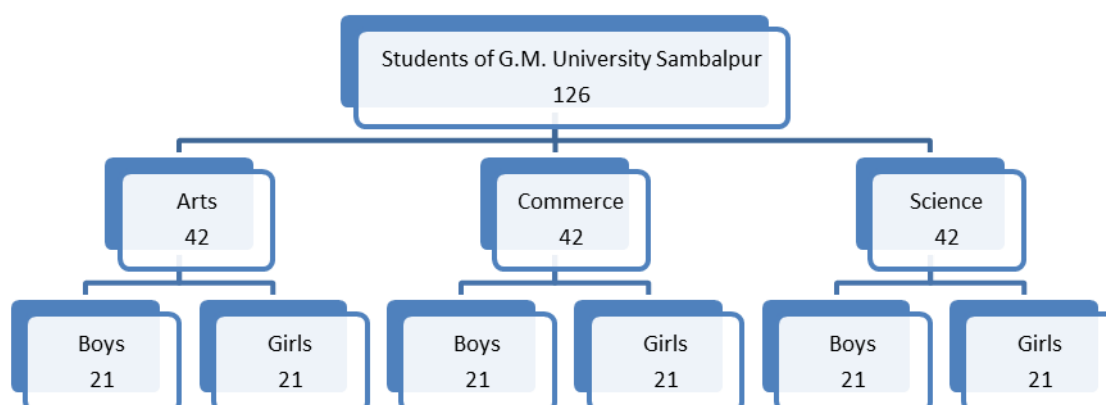
Figure 2- Sample of the Present Study

IV.   MEASURES

1.Demographic Information
The information was compiled by Name, Age, Sex, Stream, and Contact details of the students.

2.Achievement Motivation Scale
         The achievement motivation of Undergraduate students was measured using Deo -Mohan Achievement Motivation Scale (DMAMS-1985) standardized by Prof. Prativa Deo (Pune) and Dr. Asha Mohan (Chandigarh). The scale provides a self-reported measure of the motivation of students in academic Factors, Factors of General Field (Competition in curricular and co-curricular activities), and Factors of Social interest in a 5-point Likert Scale from Strongly Agree (4) to Strongly Disagree (0). The scale is having 50 items among which 37 items are positive statements and 13 are negative statements (Scores in Reverse Order). The scale Validated with concurrent validity of 0.54 and a reliability coefficient is 0.75. The scale is meant for students belonging to the age group of 13-20 years. The total scores from each item of the scale were added to find the achievement motivation scores of Undergraduate students.

3. Academic Achievement
         The Academic Achievement Score was measured by students' percentage of marks in their last semester examination were noted down. The formula for calculating the percentage of the mark from SGPA (Semester Grade Point Average) was instructed to the students.

STATICAL ANALYSIS
         The study was completely based on a quantitative approach, so to reach a valid and consistent conclusion, the investigator used simple percentages for describing the distribution of achievement motivation of Undergraduate Students. A large Group, Independent Sample t-test was used to examine the impact of achievement motivation on the academic achievement of students and compare the achievement motivation scores of undergraduate students in relation to their gender.

V.   RESULT

Distribution of Achievement Motivation Scores of Undergraduate Students
         To describe the distribution of achievement motivation among Undergraduate students, the cut-off achievement motivation scores are levelled Under High Achievement Motivation, Moderate Achievement Motivation, and Low Achievement Motivation.

Table 1 Cutt-off Scores of Achievement Motivation among Undergraduate Students

Sl No	Cutt-off Scores	Range Score	Number of Students	Percentage of Students	Level of Achievement Motivation
1	50*4=200	151-200	6	4.76%	High Achievement Motivation
2	50*3=150	100-150	19	15.08%	
3	50*2=100	51-100	101	80.16%	Moderate Achievement Motivation
4	50*1=50	1-50	----	------	Low Achievement Motivation
5	50*0=0	------	------	-----	

As per the representation of the table 19.84% of Undergraduate students were having high level of achievement motivation and 80.16%. Undergraduate students have moderate level of achievement motivation. So, comprehensively it can be concluded that most of the undergraduates have moderately motivated towards their academic goal.
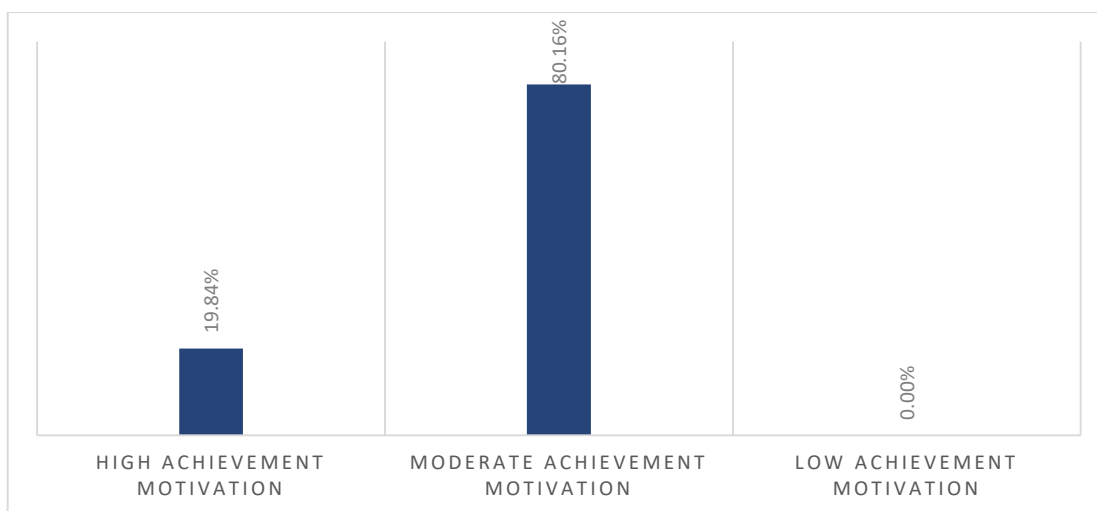

Figure 3- Distribution of Achievement Motivation among Undergraduate Students

Impact of Achievement Motivation on Academic Achievement of Undergraduate Students

To find out the impact of achievement motivation on academic achievement of Undergraduate students, the mean achievement motivation score was calculated from the raw achievement motivation scores of all the Undergraduate students. From the calculated mean achievement motivation score, entire sample of Undergraduate students were categorized under Group-A having high achievement motivation score and Group-B having low achievement motivation score. (Group-B < Mean achievement motivation score < Group-A). Then the academic achievement of both the groups (Group A & Group B) was compared with large group independent sample t- test.

Table 2 Comparison of Mean Achievement Motivation Scores of Group A and Group B

Group	Mean	SD	N	Df	t-value
Group-A	73.37	6.92	64	124	1.56
Group-B	71.18	8.71	62		

*Not significant at o.o5 level of significance
*Not significant at 0.01 level of significance

The table 1 depicts the comparison of mean academic achievement score of Group A & Group B, the result found that- the t-value 1.56 that is less than the table value 2.62 at 0.01 (p<0.01) and 1.98 at 0.05 (p< 0.05) significance level. This indicating that there is no significance of difference found between academic achievement of both highly achievement motivated group (Group-A) and low achievement motivated group (Group-B). So, the hypothesis (H1) there is a significant impact of achievement motivation on academic achievement of Undergraduate students was falsified and finally it can be concluded that the achievement motivation has no impact on academic achievement of undergraduate students.
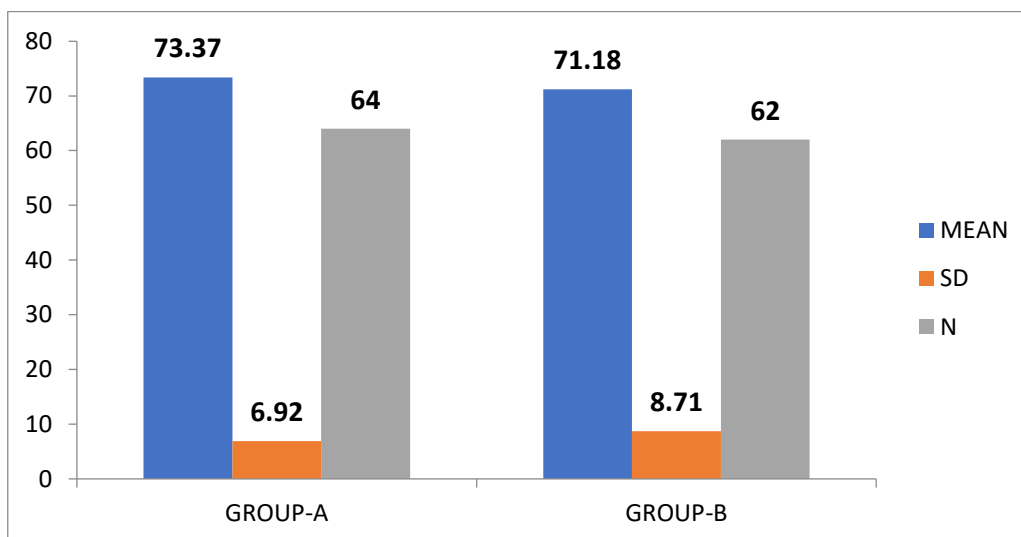
Figure-4 Comparison of Academic Achievement High and Low Achievement Motivated Group

Difference in achievement motivation scores of Undergraduate Students in relation to their Gender

To examine Difference in achievement motivation scores of Undergraduate Students in relation to their Gender, the mean achievement motivation scores of undergraduate boys' and girls' students are compare with Large Group Independent Sample t-test.

Table 3- Comparison of mean score of Undergraduate boys and Girls

Group	Mean	SD	N	Df	t-value
Boys' undergraduate	136.1	17.15	63	124	0.93
Girls Undergraduates	138.9	16.3	63		

*Not significant at 0.05 level of significance
*Not significant at 0.01 level of significance

The table 2 representing the mean achievement motivation scores of undergraduate boys' and girls' students. It was resulting that the t-value from the comparison of mean achievement motivation of both the boys' and girls' group as 0.93 which is less than the Table value 1.98 at 0.05 (p<0.05) and 2.62 at 0.01 (p<0.01) level of significance. It is justifying the answer that there is no significance of difference existing between the mean achievement motivation score of boys and girls undergraduate students, so the null hypothesis stated earlier that is there is no significance of difference between the mean achievement motivation scores of undergraduate boys and girls students is accepted and the answer pointed out that the undergraduate Boys and Girls students do not differs significantly in relation to their mean achievement motivation score.
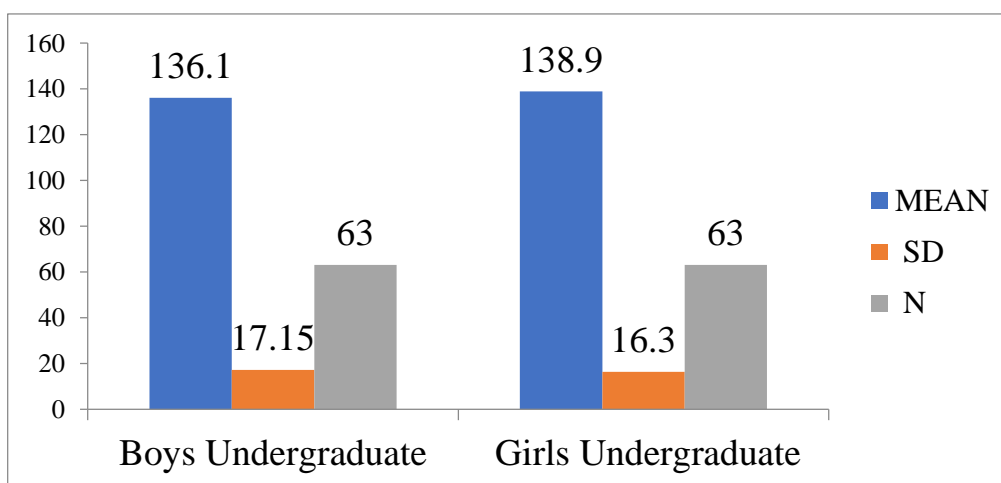

Figure- 5 Comparisons of Achievement Motivation Score of Undergraduate Boy and Girls Students

VI.   DISCUSSION

The first objective of the present study was to describe the distribution of achievement motivation among Undergraduate students. The result revealed that 86.16% of Undergraduate students have moderate levels of Achievement Motivation and 19. 85% of Undergraduate students have a High level of Achievement Motivation. Thus, Undergraduate students have moderate/ average Achievement Motivation scores. interestingly the finding is consistent with previous literature on achievement motivation of Secondary school students (Mahat & Barman, 2019; Santhi & Suthanthiradevi, 2019; Venkataraman & Manivannan, 2018; Sarangi,2015). Although undergraduate students are older than Secondary school students, both of their developmental needs are characterized by the adolescent stage, thereby thinking, environmental experience, and motive for achievement are similar.

The core objective of the present study was to find out the impact of Achievement Motivation on Academic Achievement of undergraduate students. However, the result revealed that there is no impact of Achievement Motivation on the Academic Achievement of Undergraduate students which is inconsistent with previous literature. Previous studies have documented that Achievement Motivation has a positive influence on Academic Achievement of students at school stage (Mahat & Barman, 2019; Santhi & Suthanthiradevi, 2019; Singh & Kaur, 2019; Venkataraman & Manivannan, 2018; Sarangi,2015; Emmanual et al.,2014; Sikhwari, 2014). The result is surprising because achievement motivation is the zeal that initiates the self-concept, learning strategy, and cognitive skills of the students which further leads to good academic performance of students (Sharma & Pooja, 2018; Sikhwari, 2014; Emanual et al, 2014; Bakhtiarvand, 2011). This unexpected result may be explained by the respondents' biases. Although the Deo-Mohan Achievement Motivation is a standardized version of the scale, it provides a self-reported measure and consists of 50 items. So, we can expect the respondents' self-reporting biases to be a large number of statements/ items in the scale.

The Third objective of the study was to find out whether the gender of students is a predictor for academic achievement or not. The result gender of students is not a predictor for their achievement motivation is consistent with the findings of previous studies. The study of Sarangi 2015; Tamilselvi & Devi, 2017 documented that the boys' and girls' students do not differ significantly with respect to their achievement motivation. The indifference between boys' and girls' tendency to achieve may be the reason for generational similarity. The boys and girls considered the sample for the present study belong to a single generation, they have similar age groups, so it is the general conscience that they have similar needs of achievement. The second reason may be social-cultural progressivism, Foe example- Changing attitude of people towards girls' education, their empowerment makes them competent to come forward with their male counterparts, and innovations of advanced science and technology have been created to aspire girls to their highest potential.

VII.   IMPLIC ATIONS AND CONCLUSION

Achievement motivation is the energetic strength of motivation for students' learning and it is very essential for students not only to accomplish educational needs, but also to achieve vocational and social needs (Dhanya & Anitha, 2013). The present study found most of the Undergraduate students have moderate level of achievement motivation, so the policy makers of education should design the system of higher education in such a manner that the students become more motivated for striving towards their academic goal. The parents should take care of the home environment so that it can't create any obstacle in the motivational ways of the students. Steps should be taken from the institutions for workshops, seminars and other training programme relating to the management of study habits, learning style which could help them to become motivated towards their academic goal.

VIII.   RECOMMENDATIONS

Descriptive studies can be designed to find out the factors causing hindrances in the achievement motivations of students with the suggestion to short out them. Similar study can be conducted with combination of its related factors such as study habits, intelligence level, parental support, accessibility of opportunities by taking them as related variables. Some experimental studies can be conducted to find out the effectiveness of strategies in order to strengthen the achievement motivation of students. The study should not confine to academic purpose but also its scope can be broadening with the vocational and personal goal.

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