Achievement Motivation- A Literature Review

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ABSTRACT

Secondary education is very important for the children as they grow and develop their personality during these formative years. At school, students learn values, confidence, cooperation, coordination, honesty, and so many other skills which are necessary to become a balanced person. They get motivation from their teachers to achieve success and excellence. As we are living in a globalized world where the skills of leadership, motivation and drive to strive for success and excellence is very much required, therefore it is essential for every student undergoing academic training and learning to become suitable for such a global society. Development of achievement motivation among secondary school students can be possible if teachers manage them well and consider the values and feelings of their students. Along with teachers' role, the overall support by the institution is very necessary for determining the success of students. Institutional support through policies and practices of the institution is equally important which are meant to identify, assess, and provide solutions to the problems of students so that student success cannot be harmed. Good learning environment and appropriate opportunities to students can be provided when teachers and institution work together for the achievement of goals. This paper attempts to examine the achievement motivation of students and the related factors influencing it.

Keywords: Achievement Motivation Theory, Secondary School Students, Achievement Motivation Scale

INTRODUCTION

The need to achieve is a concept introduced by American psychologist Murray (1938) which is regarded as a very important personal component. He defined it as the desire to overcome difficulties and obstacles for doing the tasks perfectly and at fast speed. Further, achievement motivation theory is explained as the need for achievement, power, and affiliation (McClelland et al., 1953). According to McClelland et al. (1958), the success in competition with some standard of excellence is regarded as the need for achievement. McClelland (1961) stated that "the need for power is a concern with the control of the means of influencing a person and need for affiliation is establishing, maintaining, or restoring a positive affective relationship with another person". Hasanzadeh (2009) noted that achievement motive being a social need, is meant to overcome barriers and achieve high standards, and it focused on overtaking others by competing them.

McClelland (1985) considered achievement need as the human motive which is distinct and can be distinguished from other needs. He explained achievement

motivation as the extent to which people differ in their need to strive for attaining rewards including physical satisfaction, praise from others and feelings of personal mastery. Ugodulunwa (1997) stated that achievement motivation motivated people to have desire for success and to put suitable efforts to achieve them. It focused on getting success to achieve life goals. Achievement goals can make an impact on the ways of performing tasks and representing desires for showing competence (Harackiewicz et al., 1997). Achievement motivation is explained as a social form of motivation by Coleman (2001) which involved competitive drives for meeting the standards of excellence. Ghasemi et al. (2011) noted that it is related to ways, planning and efforts to achieve special goals and associated with feelings of self-worth. Eres (2011) stated that educational institutions looked for achievement motivation which is seen as behaviour related with performance excellence. Akpan & Umobong (2013) noted that achievement motivation is a that force which encourages and stimulates the person for doing action to get success. From achievement motivation, Wani & Masih (2015) meant a strong psychological motive by which a person desires to excel. They believed that healthy and congenial atmosphere in which students develop can promote achievement motivation among them. Vallance (2004) mentioned achievement motivation as the motivation behind accomplishment. According to McCollum (2005), it considers the reason behind the achievement of students. Okolo et al. (1993) have focused on the equal role of students and institutions by mentioning achievement motivation as a result of the interaction of student characteristics and instructional practices.

According to McClelland (1961), "The need to perform well and strive to get success is achievement motivation". It is the comparison of performances with others and against certain standard activities (Atkinson, 1964). Achievement motivation shows the tendency for achieving certain goals (Atkinson & Feather, 1966). Heckhausen (1967) defined that achievement motivation is related with strive to increase the capabilities for all activities. It creates a sense of achievement by working with diligence and vitality (Bigge & Hunt, 1980). According to Sprinthall et al. (1994), "Achievement motivation is an intrinsic motive to achieve just for the sake of achieving rather than achievement in the service of some other motives". It is the motivation to achieve success and excellence and gives the enjoyment of completing tasks by overcoming hurdles (Robbins et al., 2004). Aydm and Coskun (2011) stated that achievement motivation directs the actions which are to be made with perfect standards. Kumar and Bajpai (2015) stated that achievement motivation is the attitude to achieve rather than the achievements themselves. Rao and Reddy (2016) defined achievement motivation as a wish to do well and the behaviour required to accomplish tasks and excel others in performance. Sutha and Shirlin (2017) also called it as the attainment of excellence. It is the motivation to engage in achievement behaviours based on the need for achievement, expectancy of success, and the incentive value of success. It is about stimulating one's capabilities, making constant efforts and obtaining the sense of satisfaction. The need to achieve influences students as those students work hard to achieve whose have high desire of success.

Achievement motivation brings progress as per the performance of students under certain targets.

REVIEW

Athman and Monroe (2004) constructed Achievement Motivation Inventory based on Pintrich & Schrauben's (1992) general social cognitive model addressing four components namely self-efficacy, control, task orientation and task value. The sample comprised 400 students in total which were taken from 9th and 12th classes of eleven high schools of Florida. The reliability coefficient values of the post test of the inventory were 0.79 and 0.76 for 9th and 12th grade students respectively. Their findings supported that environment-based education should be used to improve the achievement motivation of high school students. Tabassum (2009) examined achievement motivation and its relationship with academic stress and study habits. The sample was taken from Meerut district and included in total 200 higher secondary students of U.P. and CBSE board selected by random sampling technique. She noted that increased academic stress lead to poor achievement motivation. She found that students of CBSE board were found to be having low achievement motivation than students of U.P. Board because the former had more academic stress. Further, she found that girls of U.P. and CBSE board were found to be having low achievement motivation than boys of U.P. and CBSE board respectively as the formers had more academic stress. She also concluded that achievement motivation had positive relationship with study habits among higher secondary students which meant that increase of study habit lead to the increase of achievement motivation, and poor study habit of students lead to poor achievement motivation. She also found that CBSE board students have more achievement motivation than U.P. board students. U.P. board girls have slightly higher achievement motivation and study habit then boys. CBSE board girls have higher achievement motivation and good study habits than boys.

Hotaman and Yüksel-Şahin (2010) examined the effect of instructor's enthusiasm on the levels of achievement motivation of 334 undergraduate and graduate university students. They used Achievement Motivation Scale (Umay, 2002) and found the reliability coefficient of the scale as 0.75. They stated that teachers created positive atmosphere in classroom which helped students to trust their teachers. They found that students who perceived their instructor's enthusiasm as high had higher level of achievement motivation. Female students were found with significantly higher achievement motivation level than males. Ergene (2011) utilised Kuzgun's (1988) Self Evaluation Inventory (SEI) which comprised eighteen statements related with the attitudes and behaviours which reflected achievement motivation of students. The sample was consisted of 510 students of 10th class from high schools at Turkey. Using test-retest method, the reported reliability value was found to be as 0.83 (Erkan, 1991). He reported that 0.91 was found as the cronbach's value. He concluded that a positive relationship was found between the study habits of students and their achievement motivation level. Further, academic success and achievement motivation were not found to be related with each other.

Aydm and Coskun (2011) conducted a study to examine the achievement motivation of 151 high school students of Karabuk towards geography lessons. They employed Achievement Motive Scale (Ellez, 2004) comprising 23 items which measured the dimensions such as 'strive, participation, willingness to work and maintaining the working'. They reported KMO coefficient value as 0.81 and Cronbach alpha were found to be as 0.70. They found that students of 9th, 10th and 11th class differed in their achievement motivation. They also concluded that students' achievement motivation was not found to be differed on the basis of their gender, mother and father's education level, and income status. Akpan and Umobong (2013) selected a sample of 540 senior secondary students of Nigeria with age of 12 to 22 years old. They constructed 'Achievement Motivation and Academic Engagement Questionnaire' by validating it through face validity and reported the values of coefficient reliability as 0.87 for achievement motivation and 0.81 for academic engagement. They found significant impact of achievement motivation on academic engagement. They found that gender and age were found to be having significant influence on achievement motivation. They concluded that boys and students having age between 18 years and above were found as more motivated than girls and students between 12 to 17 years of age. In a longitudinal study, Wang and Eccles (2013) utilised the measures developed by Eccles et al. (1993) for the assessment of 1157 middle school students' perceptions of achievement motivation. The motivational beliefs of students were represented by developing two constructs, the first was 'academic self-concept' and the second was 'subjective task valuing of school learning'. The former comprised five questions which were meant to assess the abilities of students as per their perceptions and the latter consisted of three questions which assessed the intrinsic interest of students in academic achievement and the attainment of its value. They found that students perceptions about the structure, teacher and peer emotional support, and provision of choice, relevant teaching of the school environment influenced their achievement motivation.

Billing (2013) concluded that inductive method of teaching focused on employing those techniques and strategies which were child centred and contributed for the wholesome development of the child. This method was found as contributing more towards the achievement motivation of students than traditional method of teaching. He recommended that active responses of students, flexibility in the schedules of the school, child directed classrooms and problem solving techniques should be emphasized. AlFahad et al. (2013) in their study found that school principals adopted transformational leadership style which influenced the achievement motivation of teachers positively. They added that giving flexibility and opportunities to be creative were the features of transformational leadership style which also raised the competency and efficiency of an institution. Emmanuel et al. (2014) examined the achievement motivation of students in relation with their academic self-concept and academic achievement. The sample was 120 in total which comprised students of high school. They utilised 'Inventory of School Motivation' by Mclnerney and Sinclair (1991) and selected 12 items from it. They concluded that high school students were

found to be highly motivated and were having high self-concept and scored well by performing well in achievement test. They found that achievement motivation and academic achievement were positively related with each other.

The sample of Vijayakumari and Rekha (2014) comprised of secondary school students which were 525 in number, selected from Kerala. They used Achievement Motivation Scale (Pillai and Kumar, 1994) comprising seven components named as work ethics, status aspiration, competitiveness, acquisitiveness, pursuit of excellence, mastery, and dominance. They concluded that boys and girls were found to be having no difference in their achievement motivation level. Similar findings were reported for the students from urban and rural, and among students of government, aided and unaided schools. They further found that gender, locale and type of management had no direct significant influence on the achievement motivation of secondary school students but these variables interacted together to influence achievement motivation.

Smitha and Aruna (2014) investigated the effectiveness of science technology society approach over activity oriented method of teaching on the achievement motivation of students. The sample was 90 students studying biology subject, taken from the secondary schools of Kerala. They found that science technology society approach was more effective than activity oriented method in bringing achievement motivation among secondary school students. They gave suggestions that teachers had the responsibility to motivate students and promote their fruitful learning which were to be supported by adopting strategies. Kumari and Qasim (2015) utilised Rao Achievement Motivation Test (T.R. Sharma, 2002). The sample was taken from the government and private schools of Allahabad city which comprised 200 students of secondary level. They confirmed that the achievement motivation was important for the academic achievement of secondary students. They concluded that students of private schools were found to be having more achievement motivation than the students of government schools. Boys were also reported as having more achievement motivation than girls.

Arefi and Ghobadi (2016) used Achievement Motivation Scales (Denver Youth Survey, Institute of behavioral Science, 1990) and reported the value of Cronbach's alpha as 0.77. A sample of 197 female high school students of public and selective high schools of Urmia City was selected by random sampling method. They found no influence of school climate on achievement motivation of students but concluded that self-regulation influenced achievement motivation. Rao and Reddy (2016) employed Achievement Motivation Scale (Shah, 1986) and reported significant impact of school environment, home environment and mental health on achievement motivation of 600 high school students of Andhra Pradesh. They concluded that students with good school environment, good home environment and good mental health are better in their achievement motivation than the students with poor school environment, poor home environment and poor mental health status.

In Qadri's (2017) study, the sample selected by random sampling method comprised 238 boys and 262 girls of the various schools from Hyderabad district. He adopted 53 items to measure students' achievement motivation from the various tools

named as Achievement Motivation Inventory, Achievement Motivation Scale, Achievement Motivation Test and Achievement Motivation Test which were developed by Muthee J. M. and Immanuel Thomas (2009), Deo-Mohan (1985), Mukherjee (1965) and V. P. Bhargava (1994) respectively. The tool comprised total nine dimensions i.e. hope of success, fear of failure, high standard, sense of competition, optimism, perseverance of interest in making future plans, preference for challenging and difficult task, identification with successful authority and leadership qualities. He reported cronbach's alpha value of this tool as 0.8086 with a sample size of 50 and established the validity of the tool by taking the square root of reliability which came out as 0.8992. He found that male and female students had significant differences in their achievement motivation. Similar difference was found on the basis medium of instructions among secondary school students.

Solanki (2017) and Chauhan (2016) employed Achievement Motivation Inventory (Ashvin Jansari) comprising 25 items. Jansari used test-retest and split half methods for testing the reliability of the inventory and the values of coefficient of correlation obtained were found to be as 0.6301 and 0.7245 respectively. The validity coefficients were 0.5411 (N-50) and 0.5683 (N-100) for TAT and AMT respectively. Solanki (2017) selected the sample by random sampling of which 240 were boys and 240 were girls of high and senior secondary schools of Rajkot district and compared their achievement motivation and study habits. He concluded that boys, urban and private school's students were found to be having higher achievement motivation than girls, rural and government school's students respectively. Chauhan (2016) examined achievement motivation and academic anxiety problems of students studying in 9th to 12th class of Bhavnagar district. A sample of 480 students of which 240 were boys and 240 were girls was selected randomly. He found that boys had higher achievement motivation than girls. Similar findings were reported for urban and private school's students as they were also found to be having higher achievement motivation than rural and government school's students respectively. Further, he noted that academic anxiety and achievement motivation have no correlation in boys, girls, rural students, private school's students, government school's students. He also added that urban students' academic anxiety and achievement motivation were correlated.

Mishra (2017), Pan and Guha (2015) and Kumar and Bajpai (2015) employed Achievement Motive Test (Bhargava, 1984) consisting of 50 questions. The test-retest reliability was found to be 0.87. Mishra (2017) conducted a study to assess achievement motivation of students of Murshidabad district of West Bengal. The sample was taken from 10th class and consisted of 200 secondary school students selected by stratified random sampling. He found that students studying in rural or urban locale differed in their achievement motivation and gender made no difference on the achievement motivation of students. Pan and Guha (2015) measured the achievement motivation of 10th class students studying in English medium schools in relation with self-concept. They also concluded that males and students from urban areas were found to be having better achievement motivation than females and rural

students. Further, self concept and achievement motivation were found to be significantly correlated with each other. Kumar and Bajpai (2015) had taken 110 students from college as sample and found that e-learning impacted the achievement motivation and academic performance of students positively.

Chouinard et al. (2017) studied the link of 323 French-speaking students' achievement motivation and their relationships with teachers. They prepared a questionnaire which firstly measured students' appreciation of their relationships with teachers and secondly their achievement goals. They concluded that the students who have improved relationships with teachers have lower motivational decrease and their transitions to secondary school were facilitated. Elshemy (2017) conducted the study on 68 students of 11-15 years of age studying in Muscat Governorate. He used Achievement Motivation Scale (Samarrai and Heiazei, 2012) and stated that provision of fun, challenging atmosphere and availability of proper learning environment helped in motivating students and continued positive reinforcement increased achievement motivation of the students. Sutha and Shirlin (2017) had taken the sample from higher secondary schools and included 420 students in study. They employed Achievement Motivation Scale (Sam Sananda Raj and Muthu, 2011) and found that positive classroom climate influenced the achievement motivation of students. They concluded that students from urban and rural locality had similar achievement motivation and students differed in their achievement motivation with respect to the gender and medium of instruction. Further, they added that students were not found to be having difference in their achievement motivation with respect to mother's occupation but they differed in their achievement motivation with respect to the religion and father's occupation.

Jeffrey and Zein (2017) developed a questionnaire of 14 items comprising four dimensions namely willing to take moderate risks, requiring immediate feedback, considering success and integrating with task to measure the achievement motivation of students. They added that achievement motivation were having significant and positive effect on 252 senior high school students' learning outcomes and indicated that the better achievement motivation would improve learning outcome.

Omar et al. (2017) employed Achievement Motivation Scale by Vallerand (1992) which consisted of 28 items for measuring intrinsic and extrinsic motivation, and amotivation. The total sample was 360 taken from 13 vocational colleges in Malaysia and students' age was 16-18 years. They concluded that the relationship between students' performance and teachers' competence were affected by achievement motivation as it worked as a mediator.

Kishor and Rana (2010), Payyanatt and Manichander (2012), Tali and Rosy (2012), Shekhar and Devi (2012), Wani and Masih (2015), and Shekhar and Choudhary (2017) employed Deo-Mohan's (1985) Achievement Motivation Scale. The reliability was established by employing test-re-test method which reported the values of the coefficient of the scale as 0.67, 0.78 and 0.69 for boys, girls and both respectively. The scale was validated by using concurrent method (Deo-Mohan, 1985).

Kishor and Rana (2010) examined students' level of achievement motivation. The sample consisted of total 200 students of secondary level in which half of the sample was taken from rural area and half from the urban area. Students were selected through purposive sampling technique from three government schools of Mandi district (Himachal Pradesh). They concluded from the findings that students from rural and urban area were found as having difference in their achievement motivation. Similar findings were reported for boys from rural area and boys from urban area, rural girls and urban girls, and rural girls and urban boys. They further found that rural boys and urban girls were found as having no difference in the level of achievement motivation. Payyanatt and Manichander (2012) had taken 200 students of secondary schools from Kerala which were selected by purposive sampling technique to examine their achievement motivation. They also found that students from rural and urban had difference in their achievement motivation. Similar findings were reported for boys from rural area and boys from urban area, rural girls and urban girls, and rural girls and urban boys. They added that rural boys and urban girls had similar level of achievement motivation.

Tali and Rosy (2012) assessed the vocational aspirations of 200 students of 10+2 class of three government and three private schools of Haryana in relation to their achievement motivation. They found that students having high and low achievement motivation had no difference in their vocational aspiration. Shekhar and Devi (2012) had taken 80 undergraduate students of Jammu as sample. They found that students studying the subjects of science and arts had difference in their achievement motivation. Similar difference was reported for boys and girls. Wani & Masih (2015) examined 200 students of higher secondary classes of government and private schools of Jammu & Kashmir which included 75 students from science, 75 students from arts and 50 students from commerce stream. They found 46.5% students as having average level of achievement motivation. They concluded that girls and government schools students had higher achievement motivation than boys and private school students respectively. Students from different academic streams i.e. science, arts and commerce had significant differences in their achievement motivation. Shekhar and Choudhary (2017) conducted a study on 100 secondary students which were selected from Jammu. The sample comprised 50 boys and girls each with the age of 16-18 years. They found that females, science students and students from urban area were found as having higher achievement motivation as compared with males, arts students and rural students.

CONCLUSION

Teachers, educators, counsellors and the institution can play an important role in motivating students. Being able to measure achievement motivation provides educators and counsellors in primary, secondary, and higher education opportunities to assess and implement programs and interventions attempting to increase and maintain the achievement vent motivation of learners. It is the responsibility of the teachers to motivate students to succeed in school, which is one of the greatest challenges of this century. Teachers as classroom managers manage the opportunities

which lead to the development and improvement of the achievement motivation of the students. Teachers build trust relationships with students which affect in their learning and motivation. Institutional support by the administration, academicians and management assists in developing achievement motivation among students.

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