



# Achievement Motivation Among Undergraduate Students

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## Abstract

This study investigated on “Achievement Motivation among undergraduate students”. The study was Survey in nature. Achievement motivation tool was used to collect the data and this tool was developed by Prof.Pratibha Deo and Dr.Asha Mohan. For the present study researcher has adopted stratified random sampling technique. Objectives and hypothesis were to study the level of Achievement Motivation. To study the difference in Achievement Motivation among undergraduate students with respect to streams (Arts, Commerce, and Science). To study the difference in Achievement Motivation among Undergraduate Students with respect to Gender. To study the difference in Achievement Motivation among Undergraduate students with respect to type of college. Researcher selected 180 students of undergraduate studying in two colleges. In the present study t-test ANOVA and Correlation was used to analyze the data by using SPSS. The study examined achievement motivation showed significant variation across the three streams ( $F = 27.742$ ,  $p < 0.05$ ). This highlights that students from different academic disciplines have different levels of motivation, possibly due to varying academic demands and career prospects. Male students exhibited significantly higher achievement motivation ( $t=3.988$ ,  $p < 0.05$ ) compared to female students, indicating that males may be more driven toward academic success than females in this sample. There was no significant difference in achievement motivation between students from government and private colleges ( $t = 0.734$ ), indicating that institutional type does not have a considerable impact on students' motivation to achieve.

**Keywords:** Motivation, Achievement Motivation and Undergraduate students,

## 1. Introduction

In today's scenario our education plays a vital role in improving living standards of undergraduate students and all humans which also works out to be a highly imminent tool of overall growth in any and every field within a country. Emphasising the prominence of education, in India, the Kothari Commission (1964-66) emphasised that edification is single-handedly; one of the most important tools supports the ecosystem and brings about a change in the economic and social growth of India and to a large extent, the world. Based on massive developments within the science as well as the constantly upgrading of technology, the education determines the level of prosperity, welfare and security almost every person living. India is one of the countries in the world that has one of the largest ecosystems of education for all within the early childhood to higher or adult levels. Adult education that falls in the age group of 16 to 40 years of age has been intended to dilute remove illiteracy mainly. By providing with such informal type education, it can be easily projected that the efforts to augment the universalization of basic education systems as well as vocational education will result in diversification in the education ecosphere.

Achievement motivation is a social psychology term that describes when individuals are driven, inspired or stimulated by successes or accomplishments. In the workplace, achievement motivation leads some people to be high performers who desire success and fear failure. Achievement is proficiency in given skills or accomplishment in the body of knowledge (Good C.V. 1973). It is the progress in school different from intelligence theoretically but overlaps with it to some extent. Achievement is the term used to indicate the degree of level of success attained in some general or specified area. It is the attainment of knowledge that will make an individual able to make its use in the future situations faced by him.

Achievement Motivation is accepted as a principal condition and strong motive to achieve desired something. Achievement motivation is characterized by a strong desire associated with high energy levels, ambition, and independence. Achievement Motivation is an unchanging learned trait in which gratification comes from determination, a drive to excel in learning tasks and achieving a highest level of excellence of undergraduate students. Rajesh Ranjit Jamwal (2022).

According to Hill (2001), Achievement motivation concerns with the desire to do well, succeed and reach standards in one's own eyes and the eyes of others, and reflects a willingness to persist in behavior that enables higher standards to be reached despite the possibility of failure and McClelland, Atkinson, Clark, and Lowell (1953), Achievement motivation affects in connection with evaluated performance in which competition with a standard of excellence was paramount.

Achievement motivation can be defined as the need for success or the accomplishment of excellence. Individuals will fulfil their needs through different means and are focused to succeed for varying reasons both internal and external. Motivation is generally regarded as the effort to achieve targets and the process to maintain the effort. Achievement motivation includes the desire for achievement and the dread of failure. Desire and dread are the most important mediators of our behavior that produces positive

or negative outcomes. Achievement goals are solid cognitive representations of certain specific ends. There are three kinds of achievement goals: performance avoidance goal, performance-approach goal, and mastery goal. Performance avoidance goals undermine intrinsic motivation while both mastery and performance approach goals help to increase it (Elliot & Church, 1997).

Achievement motivation is currently a highly active area of research, particularly in the fields of educational psychology, sport and exercise psychology, industrial/organizational psychology, developmental psychology, and social-personality psychology. Achievement motivation research is conducted both in the experimental laboratory (where variables are typically manipulated) and in real-world achievement situations such as the classroom, the workplace, and the ball field (where variables are typically measured).

Achievement Motivation is one 's inner drive to achieve. It is defined as the strong desire to achieve targets. Achievement Motivation has a very important role to play in the process of teaching and learning. Motivation and attitude were the best predictors of student academic performance (Hendricks, 1997).

## **2. Need and Importance of the Study**

The aim of this research is a study of achievement motivation among undergraduate students in context of their gender, type of college and different streams. This research is useful to the boys and girls of arts, commerce, and science stream college students to know about their level of achievement motivation. This research is useful to the college students with achievement motivation which help them in college to grow well in all dimensions of life.

The research should be helpful to the society, educational institutes and college students at large the data of research should be widely useful to different sections of society. This research is great useful to planners, members of council of curriculum framework, administrators of teacher education and heads of teacher institutions. This research should be useful to the teachers, counsellor, academicians, NGOs, government policy and parents to understand different streams college students. The researcher would be able to enhance the knowledge in the field of research and develop good writing, analysis and interpretation skills to make a good thesis. This research will also benefit other researchers who want to work in this area as they can use the results of this research as information to modify their research.

## **3. Objectives of the Study**

1. To study the level of Achievement Motivation among Undergraduate Students.
2. To study the difference in Achievement Motivation among undergraduate students with respect to streams (Arts, Commerce, and Science).
3. To study the difference in Achievement Motivation among Undergraduate Students with respect to Gender.

4. To study the difference in Achievement Motivation among Undergraduate Students with respect to type of college.

#### **4. Hypotheses of the Study**

1. There is no significant difference in Achievement Motivation among Undergraduate Students with respect to streams (Arts, Commerce and Science).
2. There is no significant difference in Achievement Motivation among Undergraduate students with respect to Gender.
3. There is no significant difference in Achievement Motivation among Undergraduate students with respect to Government and Private Colleges.

#### **5. Method Adopted for the Present Study**

The methodology to be employed was survey method. Survey is a popular method of data collection to collect data on a large scale. Survey is used for the techniques of investigation when adequate information about certain problem is not available in records, files and other sources. A survey, usually, has a structured questionnaire containing a set of questions that are close-ended. The data obtained by the survey method was analysed in terms of both descriptive and inferential statistics.

#### **6. Area of the Study**

Ballari, Karnataka state, India selected for the present study.

#### **7. Population and Sample for the Study**

Population can be characterized as the set of individual persons or objects in which a researcher is mainly interested during his or her research problem. Sometimes wanted measurements for all persons in the population are obtained, but often only a set of individuals of that population are observed; such a set of individuals constitutes a sample.

The sample for the present research consisted of 180 students (government and Private College) studying Undergraduate colleges from Ballari. In this study equal numbers of male and female students were selected. The proportionate stratified random sampling was used for collecting the data.

#### **8. Criteria for Selection of Sample**

A stratified random sampling technique was used to collect the data. Stratification, 02 Colleges was randomly selected by lottery method from the list. In this way, a sample of 180 college students was adequately representative of the population of government and private area of Ballari for the study.

## 9. Tools of Data Collection

For the present study the researcher used standardized tool.

### 1. **Achievement Motivation** (Pratibha Deo and Asha Mohan 2008)

The achievement motivation scale constructed by Prof. Pratibha Deo and Dr.Asha Mohan was used for this study. The tool has 50 items with 15 factors such as Academic Motivation, Need of Achievement, Academic Challenge, Achievement Anxiety, Importance of Grads/Marks, Meaningfulness Task, Relevance of school/College to future goals, Attitude Towards Education, Work Methods, Attitude Towards Teacher, Interpersonal Relations, Individual concern, General Interest, Dramatics and Sports. The scale can be administered individually as well as in a group. Even a much larger group can be given the scale at time. The emotional maturity scale has 21 positively worded and 27 negatively worded statements with positive and negative items. A positive item carries the weights of 4, 3, 2, 1; and 0 for the categories of Always, Frequently, Sometimes, Rarely, and Never respectively. The negative items are to be scored 0, 1, 2, 3, and 4 for the same categories respectively that are given above. Separate keys for positive and negative items are provided. The total score is the summation of all positive and negative items score. The minimum score obtained can be 0(Zero) and the Maximum can be 200, other scores ranging in between these limits.

The reliability of the scale was determined by: a split-half reliability coefficient of .56 for his 10 items quick measure of achievement motivation. Taking into consideration these results, the present scale reliability coefficients by test-retest method for the total group, as well as for the separate male and female groups, are very satisfactory and the scale can be taken as quite reliable for use.

## 10. Analysis and Interpretation

**Objective 1:** To Study the Level of Achievement Motivation among Undergraduate Students

Achievement Motivation		
Levels	154 and below	Low
	Between 153 and 180	Average
	181 and above	High

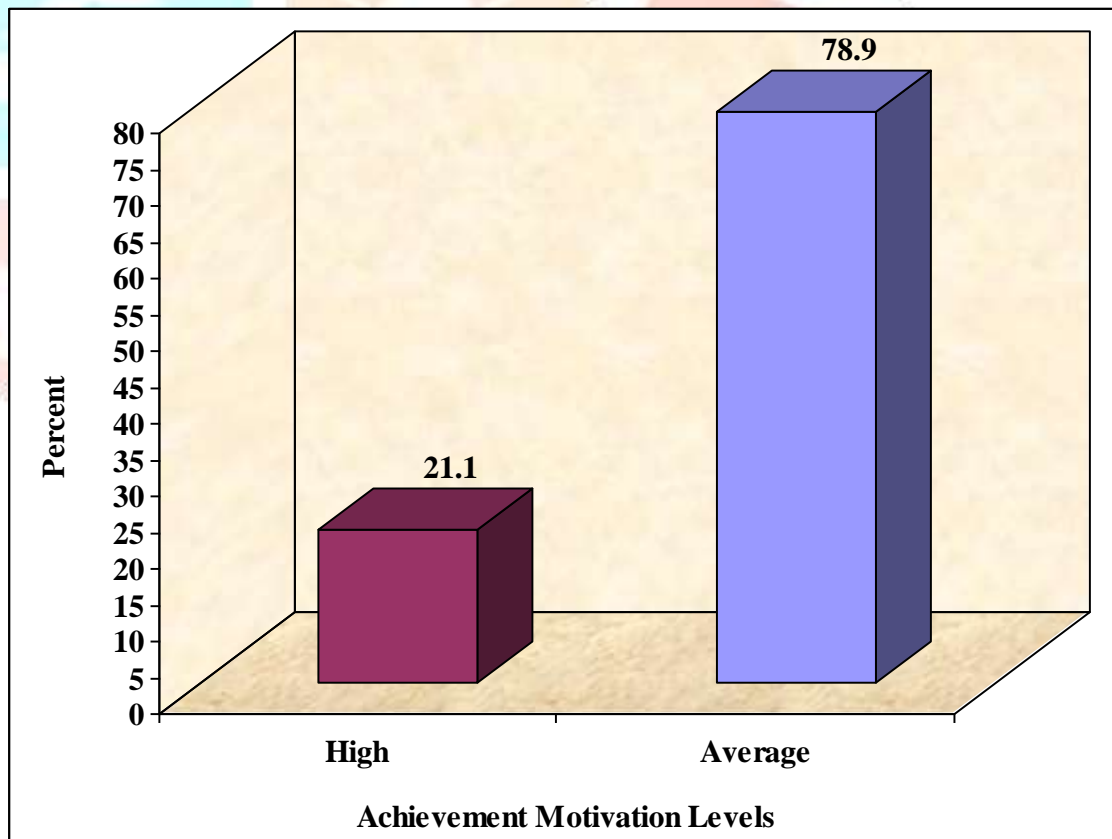
The Achievement Motivation levels in the above tables categorized into three distinct ranges: low, average, and high. Scores of 154 and below are classified as low, indicating a lower drive towards achieving goals or excelling in tasks. Individuals falling within the range of 153 to 180 are considered to have an average level of Achievement Motivation, suggesting a moderate drive towards success and goal attainment. Finally, scores of 181 and above are categorized as high, reflecting a strong desire and persistent effort to achieve excellence and overcome challenges. This categorization helps in understanding the varying degrees of Achievement Motivation among individuals and provides a framework for analyzing how these levels influence personal and professional outcomes.



**Table 1: Distribution of Achievement Motivation Levels**

		Frequency	Percent	Valid Percent
Levels	High	19	21.1	21.1
	Average	71	78.9	78.9
	Total	90	100.0	100.0

The above table on Achievement Motivation levels indicates that out of a total of 90 participants, 19 individuals (21.1%) exhibit high Achievement Motivation, while 71 individuals (78.9%) fall within the average range of achievement motivation. No participants were classified in the low Achievement Motivation category. This distribution shows that a significant majority of the participants possess an average level of motivation towards achieving their goals, while a smaller proportion demonstrates a high level of drive and persistence in pursuing excellence. This breakdown provides valuable insights into the overall motivational tendencies of the group studied.

**Graph 1: Distribution of Achievement Motivation Levels**

The bar chart visualizes the distribution of Achievement Motivation levels among the participants. It shows that 21.1% of the participants fall into the "High" achievement motivation category, while the majority, 78.9%, are classified as having "Average" Achievement Motivation. This graphical

representation aligns with the frequency and percent data, emphasizing the predominance of average Achievement Motivation within the study group.

**Objective 2:** To study the difference in Achievement Motivation among undergraduate students with respect to streams (Arts, Commerce, and Science).

**Table 2: Difference in Achievement Motivation among Arts, Commerce and Science Undergraduate Students Difference in Emotional Maturity among Arts, Commerce and Science Undergraduate Students**

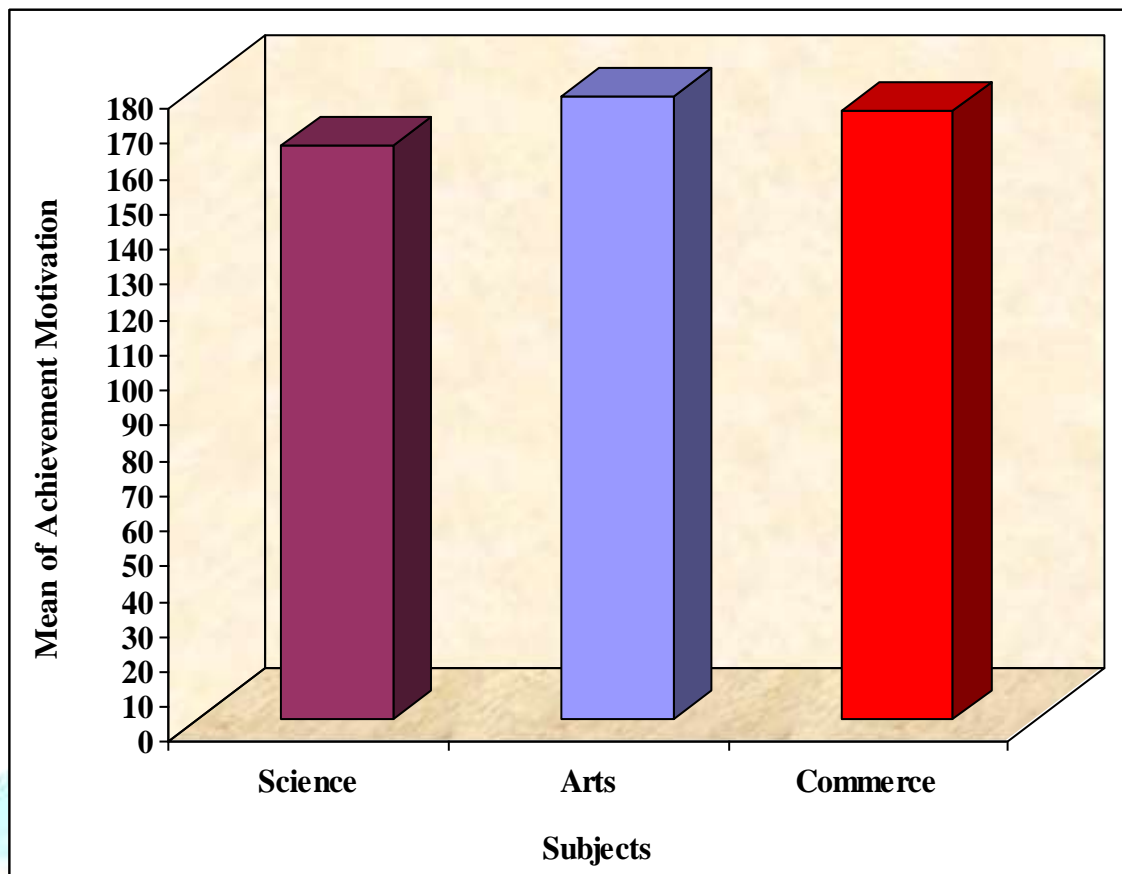
ANOVA					
Achievement Motivation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4879.817	2	2439.908	27.742	Significant
Within Groups	10290.175	117	87.950		
Total	15169.992	119			

The null hypothesis states that there is no significant difference in Achievement Motivation among undergraduate students with respect to their streams (Arts, Commerce, and Science). To test this, an ANOVA was conducted, and the results are presented in Table 2.

The F-value for the difference in Achievement Motivation across the three streams is 27.742, which is greater than the critical F-value 3.0718 that is statistically significant at the 0.05 level ( $p < 0.05$ ). This indicates that there is a statistically significant difference in Achievement Motivation among students from different streams.

The sum of squares between groups is 4879.817, which reflects the variance in Achievement Motivation across the Arts, Commerce, and Science streams. The sum of squares within groups is 10290.175, indicating the variability of Achievement Motivation within each stream. The mean square for the between-groups variation is 2439.908, and the mean square within groups is 87.950.

Since the F-ratio is large and the difference is statistically significant, we reject the null hypothesis. This means that Achievement Motivation does vary significantly among undergraduate students from the Arts, Commerce, and Science streams.



**Graph 2:** Mean difference in achievement Motivation among Arts, Commerce and Science Undergraduate Students

**Objective 3:** To study the difference in Achievement Motivation among Undergraduate Students with respect to Gender.

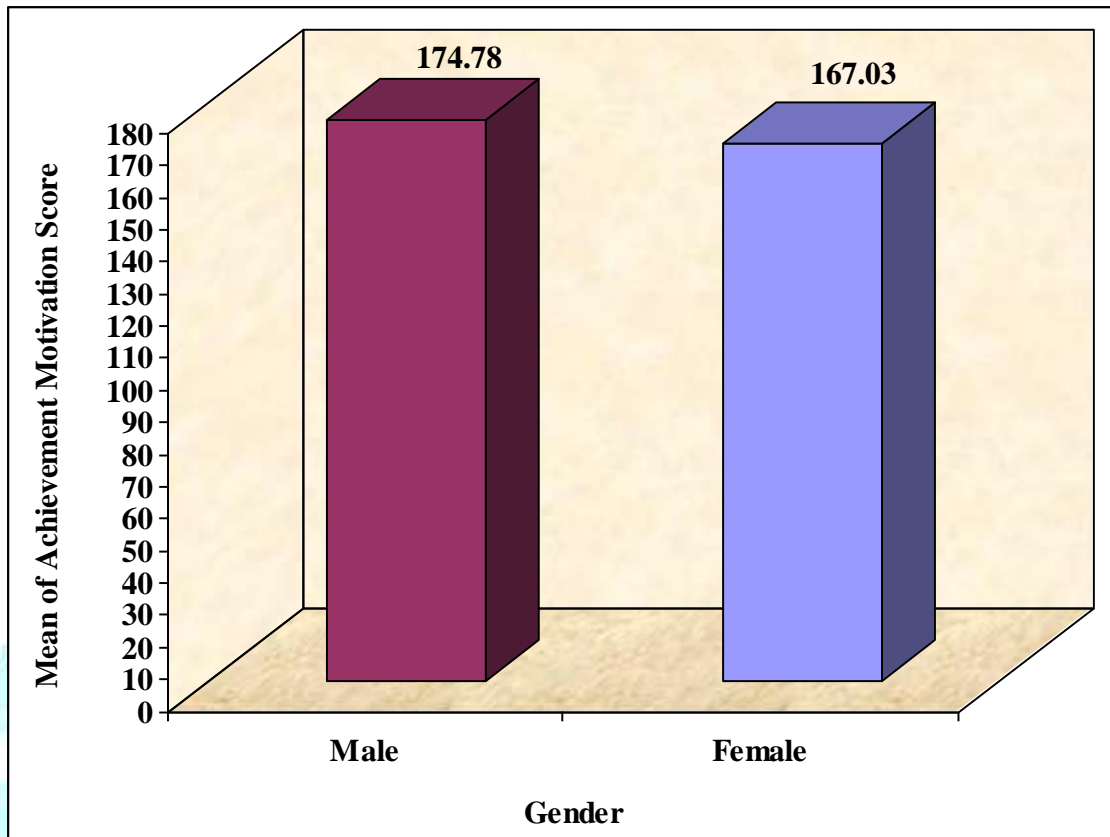
**Table 3:** Mean, SD and t-value of achievement Motivation among Undergraduate Students with respect to Gender (Male and Female)

Achievement Motivation						
Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	Remarks
Male	60	174.7833	9.61653	1.24149	3.988	Significant at 0.5 level
Female	60	167.0333	11.58018	1.49499		

In this table, male students have a higher mean Achievement Motivation score ( $M = 174.78$ ) compared to female students ( $M = 167.03$ ). The t-value of 3.988 suggests that this difference is statistically significant. A higher t-value indicates that the difference in means is unlikely to be due to random chance. Therefore, we can reject the null hypothesis and conclude that there is a significant difference in Achievement Motivation between male and female undergraduate students. Specifically, male students exhibit higher levels of Achievement Motivation than female students in this sample. The difference could



be influenced by various factors such as social expectations, cultural influences, or personal aspirations, but these factors would need further investigation.



**Graph 3: Mean of Achievement Motivation among Undergraduate Students with respect to Gender (Male and Female)**

**5. Objective 4:** To study the difference in Achievement Motivation among Undergraduate Students with respect to type of college.

**Table 4 : Mean, SD and t-value of Achievement Motivation among Undergraduate Students with respect to Type of College (Government, Private)**

Achievement Motivation						
Type	N	Mean	Std. Deviation	Std. Error Mean	t-value	Significance (0.05)
Government	60	170.1500	11.02051	1.42274	<b>0.734</b>	Not Significant
Private	60	171.6667	11.59729	1.49720		

For Achievement Motivation, the difference between students from government colleges ( $M = 170.15$ ) and private colleges ( $M = 171.67$ ) is minimal, with a t-value of 0.734, which is well below the threshold for statistical significance. This indicates that there is no significant difference in Achievement Motivation between students from government and private colleges. The nearly identical mean scores

suggest that the type of college attended does not have a notable impact on students' Achievement Motivation. The lack of difference may indicate that both types of institutions offer similar levels of encouragement and opportunities for motivation, or that student motivation is more closely tied to individual factors rather than institutional type.

In this chapter, the researcher presented the details of analysis and interpretation of the data. In the next chapter, the researcher deals with the summary of the research, findings of the study, conclusions of the study based on the interpretation of the data, limitations of the study, suggestions for further study and educational implications.

The bar graph above illustrates the mean Achievement Motivation scores for male and female undergraduate students. Male students have a mean score of 174.78 with a standard error of 1.24. Female students have a mean score of 167.03 with a standard error of 1.49. The bars highlight the difference in scores, with male students having a significantly higher mean Achievement Motivation compared to female students, as indicated by the t-value (3.988) being significant at the 0.05 level. This graphical representation confirms the statistical analysis that male students, on average, exhibit higher Achievement Motivation than their female counterparts.

## 11. Result and Discussion

- The study examined achievement Motivation among undergraduate students, as well as how these variables differ based on gender, stream of study (Arts, Commerce, Science), and type of college (Government, Private). Achievement Motivation of 19 individuals (21.1%) has exhibit high achievement motivation, while 71 individuals (78.9%) fall within the average range of achievement motivation. No participants were classified in the low achievement motivation category. This distribution shows that a significant majority of the participants possess an average level of motivation towards achieving their goals, while a smaller proportion demonstrates a high level of drive and persistence in pursuing excellence.
- The F-value for the difference in Achievement Motivation across the three streams is 27.742, which is greater than the critical F-value 3.0718 that is statistically significant at the 0.05 level ( $p < 0.05$ ). This indicates that there is a statistically significant difference in Achievement Motivation among students from different streams.

The sum of squares between groups is 4879.817, which reflects the variance in Achievement Motivation across the Arts, Commerce, and Science streams. The sum of squares within groups is 10290.175, indicating the variability of Achievement Motivation within each stream. The mean square for the between-groups variation is 2439.908, and the mean square within groups is 87.950.

- Achievement Motivation score ( $M = 174.78$ ) compared to female students ( $M = 167.03$ ). The t-value of 3.988 suggests that this difference is statistically significant. A higher t-value indicates that the difference in means is unlikely to be due to random chance. Therefore, we can reject the null

hypothesis and conclude that there is a significant difference in Achievement Motivation between male and female undergraduate students. Specifically, male students exhibit higher levels of Achievement Motivation than female students in this sample. The difference could be influenced by various factors such as social expectations, cultural influences, or personal aspirations, but these factors would need further investigation.

- Achievement Motivation, the difference between students from government colleges ( $M = 170.15$ ) and private colleges ( $M = 171.67$ ) is minimal, with a  $t$ -value of 0.734, which is well below the threshold for statistical significance. This indicates that there is no significant difference in Achievement Motivation between students from government and private colleges. The nearly identical mean scores suggest that the type of college attended does not have a notable impact on students' Achievement Motivation. The lack of difference may indicate that both types of institutions offer similar levels of encouragement and opportunities for motivation, or that student motivation is more closely tied to individual factors rather than institutional type.

## 12. Conclusion

The findings indicate that while the type of college (government or private) has a limited effect on achievement motivation, there may still be subtle variations that could warrant further investigation.

Achievement motivation across streams underscore the need for stream-specific support systems and interventions, as students in different fields may face unique emotional and motivational challenges. However, the lack of significant gender differences in Achievement Motivation, highlights the need for targeted strategies to address motivational disparities between male and female students.

The findings indicate that while the type of college (government or private) has a limited effect on Achievement Motivation, there may still be subtle variations that could warrant further investigation.

This study highlights the complex interplay of emotional and motivational factors in academic achievement, emphasizing the importance of addressing these factors through targeted interventions and support systems in higher education.

The investigator concludes with a profound hope that the findings of the study will help the present system of secondary education particularly, classroom instruction in correcting some of the drawbacks of the system raised by some documents and commissions.

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