Achievement Motivation among the University Post Graduation Students

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Abstract : Achievement motivation is considered a prerequisite for success in academic settings. Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desire both have a strong impact on the direction of their behaviour. The present study was carried out with the objectives to investigate the achievement motivation among college students. The study was carried on 65 postgraduate students of Bharathiar University from Coimbatore, 11 males and 54 females (ages 18-23 years) selected by random sampling method. As per research plan all 65 subjects were selected on the basis of educational qualification and academic majors using Achievement Motivation Scale. t- Test was used for deriving the results. Significant difference was found between the achievement motivation of students among male and female college students.

Key Words: Motivation, Graduate Students

1.1. Introduction

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desire both have a strong impact on the direction of their behaviour. There are different forms of motivation including extrinsic, intrinsic, and physiological and achievement motivation. Hunger, sex, aggression these are motives we share bit many other forms of life. There are some motives, however, that appear to be unique to our own species. Individuals high in achievement motivation tends to be get higher grades in school earn more rapid promotions and attain greater success in running their own businesses then person low in such motivation. Finding suggest that achievement motivation in combination with several other factors, may affect success in school and else wherein the same manner across various ethnic and cultural group.

Persons high in achievement motivation differs from person low in this motive. Personal achievement motivation tends to prefer tasks that are moderately difficult and challenging. The reason why they avoid easy tasks is such tasks doesn't pose enough challenge for person high in achievement motivation. Person in high achievement motivation tends to excel under conditions in which their achievement motive is activated. Situation in which they are challenged to do their best, are confronted with difficult goals, or in which they compete against others are "grist for the mill" of high achievement persons and they generally rise to the occasion in terms of excellent performance.

Achievement motivation is based on reaching success and achieving all of our aspiration in life. Achievement goals can affect the person perform a task and represent a desire to show competence. (Harackwicz, Barron, Carter, Lehto and Elliot, 1997). These basic physiological motivational drives affect our natural behaviour in different environments. Most of our goals are incentive-based and can be vary from basic hunger and the need for love.

Achievement goals are viewed as more solid cognitive representations pointing individuals toward a specific end. There are three types of achievement goals: A performance approach goal, Performance-avoidance goal and mastery goal. A performance-approach goal is focused on attaining competence relative to others, a performance – avoidance goal is focused on avoiding incompetence relative to others, and a mastery goal is focused on the development of competence itself and of task master. Achievement motives can be seen as direct predictors of achievement-relevant circumstances. Thus, achievement motives are said to have an indirect or distal influence, and achievement goals are said to have a direct or proximal influence on achievement- relevant outcomes. (Elliot and McGregor, 1999).

1.2. Achievement Motivation among University Students

As an innate phenomenon, motivation is influenced by four factors of context (environment and external stimuli), temper (the internal condition of an organism), goal (goal of behaviour, purpose and inclination) and instruments (instruments for

achieving the goal). In order to achieve their goals, needs and instincts, human beings acquire the sufficient motivation. Particularly with respect to students, motivation for academic achievement is of great importance. By such motivation people are stimulated to successfully complete an assignment, achieving a goal or a degree of qualification in their professions (Mohamadi, 2006). Accordingly motivation defines the reasons behind people's behaviour and determines why they behave in a particular way. Motivated behaviours are energetic, oriented and permanent (Omidiyan, 2006).

In educational perspective, motivation has a multi-dimensional structure which is correlated with learning and academic motivation (Mohammadi, 2006). There are different interpretations of motivation. In the discipline of education motivation is a tri-dimensional phenomenon consisting of individual's beliefs in ability in carrying out a specific task, reasons and goals of the individual in doing the task and the emotional response concerning carrying out the task (Hassanzadeh and Amuee, 2001). Experts have divided motivation into two major groups of internal motivation and external motivation. While the individual influenced by the external motivation with an independent goal undertakes a specific activity, the internal motivation provides the sufficient incentive for doing a task (Mohamadi, 2006). Psychologists have noted that motivation should be taken into account in education because of its effective relationship with new learning, abilities, strategies and behaviours (Shahraray, 2007), and they have presented motivation for academic achievement as one of the preliminary constructs for defining such type of motivation. Motivation for academic achievement is attributed to behaviours which lead to learning and achievement (Masaali, 2007). In other words, motivation for academic achievement is such a pervasive inclination towards doing a task successfully in a particular context and assessing the performance spontaneously.

1.3. Review of Literature

Al - Shabatat (2010), investigated the contribution of motivational factors to the development of giftedness by conducting test. A total of 180 universities high scoring students of Malaysia were selected as sample by employing culture fair test. Structural equation modelling was employed to determine the direct and indirect effects of achievement motivation factors on intellectual giftedness. The findings showed significant and strong direct and indirect effect of motivation on giftedness. **Ghazi (2010),** examined

parental involvement in their children's academic motivation in rural areas at primary level. The study was conducted on a sample of 250 students from Bannu in Pakistan. Data were collected by structured interview from students and their parents. It was found that parental encouragement, discussion of importance of education and educational affairs had direct and positive influence on achievement motivation.

Majzub (2010), investigated the relationship between achievement motivation and self-regulated learning strategies among the university students. A sample of 300 undergraduate students from Malaysia participated in the study. The results indicated that there existed a positive and significant relationship between achievement motivation and the self-learning strategies. **Bahago (2011),** investigated the influence of achievement motivation and demographic characteristics on academic performance of nomadic Fulani girls in Adamawa state. The data were collected from a sample of 300 girls selected from nomadic primary schools. The results indicated that students with high achievement motivation performed higher in academics that revealed significant relationship between achievement motivation and academic achievement. Achievement motivation was found to be influenced by parents" level of education.

Bakhtiarvand et al., (2011) investigated the moderating effect of achievement motivation on relationship of learning approaches and academic achievement of 200 college students. The findings of the study revealed that achievement motivation moderated the relationship of learning approaches and academic achievement. The results also indicated that achievement motivation indirectly effected the relation of learning approaches and academic achievement. **Sakiz (2011),** explored the associations among achievement approach goal orientations, academic self-efficacy beliefs and academic help seeking behaviour of Turkish college students. A self-report survey was administered to 98 junior college students of Istanbul Pakistan. The findings indicated that mastery approach goal orientation was significantly and positively associated with college students" academic achievement whereas, Performance approach goal orientation was significantly and negatively related with academic achievement. **Thijs (2011)**, took a study to examine ethnic differences in teacher oriented achievement motivation among early adolescent students in Netherland. The sample consisted of 165 girls and 150 boys of Marrocan and Dutch culture. The results of the study revealed that Marrocan students" teacher oriented achievement motivation was significantly and positively related with

intrinsic motivation and perceived academic achievement of the students.

1.4. Research Methodology

The research objective for the present study includes exploration and description. The exploratory research enables the researcher to gain insight into the research topic, to clarify central concepts and constructs and to develop methods, which has to be employed in the study. The descriptive research allows the researcher to measure and report the occurrence with which specific variable occur in the sample to present an image of the facts of a condition or relationship.

1.5. Research Design

The research design used for the study is descriptive, which is concerned about the characteristics of a particular individual or a group. The sampling method used multistage stratified random sampling. There are about 65 students in Bharathiar University at Coimbatore district. The research tools used for the present study to analyze the achievement motivation and academic achievement of students: Rao Achievement Motivation Scale, Dr. Gopal Rao. Data presentation involves entering the data, checking the data for accuracy, and developing a database structure that integrates the various measures. Hence, the collected data were fed into Statistical Package for Social Sciences (SPSS) 20 version used statistical software for social research analysis. The following statistical tool where used for analysis namely frequency distribution and descriptive statistics

1.6. Results and Interpretation of Achievement Motivation

Table. 1.1. Frequency Distribution of Data for Age, Gender and Location

Profile	Labels	Frequency	Percent
Age	19 Years to 20 Years	39	60
	20 Years to 21 Years	17	26.2
	21 Years to 22 Years	4	6.2
	22 Years to 23 Years	5	7.7
	Total	**65**	**100**
Gender	Male	11	16.9
	Female	54	83.1
	Total	**65**	**100**
Location	Urban	62	95.4
	Rural	3	4.6
	Total	**65**	**100**

Age - The majority of the respondents are between the age group of 19 years to 20 years with 60 per cent. Then 26.2 per cent of the respondents are between the age group of 20 Years to 21 Years. Then 7.7 per cent of the respondents are between the age group of 22 Years to 23 Years. And finally 6.2 per cent of the respondents are between the age group of 21 Years to 22 Years.

Gender - The majority of the respondents are females with 83.1 per cent and 16.9 per cent respondents are males.

Location - The majority of the respondents are living in urban areas with 95.4 per cent and only 4.6 per cent respondents are living in rural areas.

Table. 1.2. Frequency Distribution of Data for Motivation Scale Items

Questions	Labels	Frequency	Percent
I enjoy reading	a comic book	36	55.4
	A book of adventure	29	44.6
As a student I like to be called	A well dressed student in my class	24	36.9
	An intelligent student in my class	41	63.1
When I grow up, I want	To do something which others have not done	40	61.5
	To lead a comfortable life	25	38.5
As a doctor, I want	To be a well know surgeon	56	86.2
	To make a lot of money	9	13.8
During the holiday, I want	To visit my friends and relatives	44	67.7
	To paint or write a story or a poem	21	32.3

While answering in the examination	At finishing before lime	35	53.8
	At answering better than my classmates	30	46.2
I want to become rich	By earning money by hard work	54	83.1
	By winning a prize in the lottery	11	16.9
I take pride	In standing first in my class	18	27.7
	In helping poor students	47	72.3
It is my nature	To take life easily	39	60
	To undertake difficult tasks	26	40
I Have a tendency	To work on a task till it is completed	35	53.8
	To change the task if 1 get bored	30	46.2
I want to study well	To avoid blame from my parents	35	53.8
	To excel others in my class	30	46.2
As an Engineer, l would like	To construct a model building in my town	43	66.2
	To grow rich and buy a cm.	22	33.8
After 10 years. I will be	Earning a lot of money	17	26.2
	A well known person in my job.	48	73.8
As a student. I would like	To study for my future career	34	52.3
	To visit different places in the world	31	47.7
I fell very unhappy	When someone knocks away my purse	26	40
	When I fail to do my best in the examination	39	60
I want to do something	Which will make me wealthy	33	50.8
	Which others can hardly do	32	49.2
Generally I make friends	With those who are intelligent	34	52.3
	With those who are clean and neat	31	47.7
I feel upset	When I am blamed	38	58.5
	When 1 fail to succeed	27	41.5
I feel my success depends	Upon my hard work	46	70.8
	Upon my parents and relatives	19	29.2
I want to practice hockey everyday	So that I may be selected for the Olympic game	26	40
	So that 1 may keep my-self fit and healthy	39	60

According to the results many people read only "comic books". In out of 65 students 36 students have marked their response as comic books.

In out of 65 students 41 students have marked their response as "an intelligent student in my class."The results indicate that the majority of the students want themselves to be called as "Intelligent". Motivation derived from competing with others. A desire to win and be better and faster than others. People who score high on this dimension love to compete with others and compare their accomplishments to others'. Winning motivates these individuals to expend even more effort.

In out of 65 students 40 students have marked their response as "to do something which others have not done". The results indicate that the students want achieve something which other have not done. They wanted to create their own path. Confidence in achieving success even when there are obstacles to overcome. People who score high on this dimension anticipate that their efforts will lead to success. These individuals are confident in achieving their goals even when facing new and difficult tasks. Their confidence stems from a faith in their knowledge, skills, and abilities as opposed to a belief in luck or fate.

In out of 65 students 56 students have marked their response as "to be a well known surgeon". The result shows that many of the students wanted to service and help the poor. A sense of enjoyment and accomplishment derived from doing one's best at work. People who score high on this dimension are most satisfied when they feel they have improved their performance. Their self-esteem is dependent upon achievement and they gain positive emotions arising from good performance.

In out of 65 students 44 students have marked their response as "to visit my friends or relatives". The results indicate that the majority of the students want to visit their friends and relatives. It shows that they want to maintain better interpersonal relationship.

In out of 65 students 35 students have marked their response as "at finishing before

time" .The results shows that majority of the students want to be punctual. The ability to concentrate on something for a long time without being distracted by situational influences. People who score high on this dimension tend to become lost to the outside world when they are absorbed in a task. They are extremely persevering and in the extreme can be over-preoccupied.

In out of 65 students 54 students have marked their response as "by earning by a hard work". This shows that majority of them want to achieve their success by hard work. The desire to be regularly engaged in an activity, usually work related. People who are highly engaged place a high priority on work and are uncomfortable when they have nothing to do. They are able to maintain a high activity level for a long period, with little rest. In the extreme, people high on this dimension may be "workaholics," neglecting aspects of their personal life.

In out of 65 students 47 students have marked their response as "in helping poor students". This shows that the many of the students want to help others. The belief that one's successes are due to internal causes rather than to situational variables. People who score high on this dimension are likely to attribute the consequences of their behaviours to internal causes. They believe that outcomes are the direct result of one's own actions and effort.

In out of 65 students 39 students have marked their response as "to take life easily". This indicates that majority of them don't want to take risk in life. The desire and willingness to spend a lot of time expanding one's knowledge for knowledge's sake. People who score high on this dimension have a thirst for knowledge and will strive to learn new things, even in the absence of any external rewards.

In out of 65 students 35 students have marked their response as "to work on a task until it completed". This shows majority of them have want to finish their responsibilities and complete their assigned task. The tendency to seek out challenging rather than easy tasks, and the desire to seek greater challenges once one has already completed a difficult task. People who score high on this dimension prefer to take on difficult tasks with a high risk of failure to easy tasks with a low risk of failure.

In out of 65 students 35 students have marked their responses as "to avoid blame from my parents". It shows that majority of the students give

respect to their parents and they are dedicated to them. Fear motivation involves pointing out various consequences if someone does not follow a set of prescribed behaviour.

In out of 65 students 35 students have marked their responses as "to construct a model building in my town". It shows that many of them want to be a role model for others. The desire to attain high status in one's personal life and to progress professionally. People who score high on this dimension endeavour to achieve an important position in life and to be admired for their achievements. They are especially motivated to pursue an important career and to progress in their jobs.

In out of 65 students 48 students have marked their responses as "a well known person in the job". It shows that majority of them want to excel in their career. Motivation derived from competing with others. A desire to win and be better and faster than others. People who score high on this dimension love to compete with others and compare their accomplishments to others'. Winning motivates these individuals to expend even more effort.

In out of 65 students 34 students have marked their responses as "to study for my career". It shows that the majority of them want to study well to achieve their goals. The desire and willingness to spend a lot of time expanding one's knowledge for knowledge's sake. People who score high on this dimension have a thirst for knowledge and will strive to learn new things, even in the absence of any external rewards.

In out of 65 students 39 students of them marked their responses as "When I fail to do best in my examination". It shows that they want to study well for their career. A willingness to expend extra effort in order to avoid failing at a work task, even if this effort results in over-preparation. A constructive reaction to the possibility of failure. Individuals who score high on this scale will compensate for a fear of failing at a difficult task by better preparing for the task.

In out of 65 students 33 students have marked their responses as "which will make me wealthy". It shows that the majority of them want to live a wealthy life and luxury life. The desire to attain high status in one's personal life and to progress professionally. People who score high on this dimension endeavour to achieve an important position in life and to be admired for their achievements. They are especially motivated to

pursue an important career and to progress in their jobs.

In out 65 students 34 students have marked their responses as "with those who are intelligent". It shows that they themselves wanted to call as "intelligent". The desire and willingness to spend a lot of time expanding one's knowledge for knowledge's sake. People who score high on this dimension have a thirst for knowledge and will strive to learn new things, even in the absence of any external rewards.

In out of 65 students 38 students have marked their responses as "when I blamed". It shows that they have feeling of self and give importance to their selves. The belief that one's successes are due to internal causes rather than to situational variables. People who score high on this dimension are likely to attribute the consequences of their behaviours to internal causes. They believe that outcomes are the direct result of one's own actions and effort.

In out of 65 students 46 students their responses as "upon my hard work". It shows Confidence in achieving success even when there are obstacles to overcome. People who score high on this dimension anticipate that their efforts will lead to success. These individuals are confident in achieving their goals even when facing new and difficult tasks. Their confidence stems from a faith in their knowledge, skills, and abilities as opposed to a belief in luck or fate.

In out of 65 students 39 students have marked their responses "So that 1 may keep myself fit and healthy". It shows their ability to delay gratification and to organize oneself and one's work. People who score high on this dimension are able to make long-term plans. They do not procrastinate and concentrate on their work with a great deal of self-discipline.

Table. 1.3.   Frequency Distribution of Data for Overall Motivation

Profile	Labels	Frequency	Percent
Overall Motivation	Low Motivation	6	9.2
	Average Motivation	58	89.2
	High Motivation	1	1.5
	Total	**65**	**100**

In out of 65 students 6 students have scored "Low Achievement Motivation". It shows they have fear of failures, since failure hurt less when students don't try students with high fear of failure show inconsistent effort. And also they have "Incuriosity" they dislike to think. And also because of "lack of ambition". These students may be willing to work at a moderate pace. They also lack in responsibilities. They want someone to solve their problems.

In out of 65 students 1 student has scored "High Achievement Motivation". It shows individuals with high achievement motivation prefer tasks and problems that involve moderate levels of difficulty. Usually, these individuals gravitate toward challenging but achievable goals where their abilities and efforts can affect the outcome. Individuals with high achievement motivation also have a strong orientation toward problem-solving. They spend extensive time thinking about potential solutions to current problems, as well as actively considering and analyzing additional possibilities for improvement. Due to their focus on achievement and accomplishment, individuals with high achievement motivation are often characterized by

poor interpersonal skills as well. These individuals have a tendency to overemphasize results and have difficulty managing people effectively.

In out of 65 students 58 students have scored "Average Achievement Motivation". It shows that average person fears negative feedback. They really don't want to hear about their mistakes. They want someone to solve their problems. They may hesitate to undertake challenging tasks.

1.7.   Findings

The findings of the present study shows that the majority of post graduates students were average achievement motivated students. Almost majority of the students belongs to the age group (19 years to 23 year). Majority of the students who have average achievement motivation are female respondents and they belong to the urban areas.

1.8.   Suggestions

Making connections to student's lives, thereby connecting background knowledge and life experiences to the texts to be read and produced; Creating safe and responsive classrooms where

students are acknowledged, have voice, and are given choices in learning tasks, reading assignments, and topics of inquiry that then strengthen their literacy skills; Having students interact with text and with each other about text in ways that stimulate questioning, predicting, visualizing, summarizing, and clarifying, preferably in the process of completing authentic tasks. Make a list of the reasons you want to accomplish the goal. Break the goal down into smaller pieces and set intermediary targets and rewards. Use visualization as a goal setting techniques. Stay in control of their schedule and find the resources and determination that will help them.

1.9. Conclusion

Motivation level changes from one person to another person. Student's achievement motivation towards their life has to identify by them. The students try to use visualization techniques to attain a certain goal. They also try to clarify their doubts in the class itself.

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