



**A Study of Academic Achievement of College Students having High and Low Achievement
Motivation**

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Abstract

The aim of the present study was to study the academic achievement of college students having high and low achievement motivation. The sample comprised of 100 college students of Patiala district of Punjab. The research tools used were Personal Data Form and Deo-Mohan Achievement Motivation Scale by Deo-Mohan (2002). The findings indicated that the students having high achievement motivation were better in academic achievement than the students having low achievement motivation.

Introduction

In the changing scenario of revolutionary advancement in different aspects of life, education is fundamental to whole process of human development. It empowers the individuals to become self-reliant so that they can become contributory members of the nation. Naderi et al. (2010) stated success in higher education is not only essential for furthering one's own education but also ensures a more educated and productive society. Sharma et al. (2011) viewed that one of the most important concerns of education is to ensure that the child is able to make use of most of his abilities and capabilities to achieve to his maximum level. Manjuvani and Anuradha (2011) stated that

achievement motivation is acquired tendency and one of the most important social needs that sets the individual to strive for success. Chowdhury et al. (2007) opined that achievement motivation is inner drive that directs students' behaviour towards the fulfilment of their goal. Extrinsic and intrinsic motivation found to have positive relationship with academic achievement. Sharma et al. (2011) described academic achievement as the outcome of the training imparted to students by the teacher in school situation. Halawah (2006) expressed that academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teachers' ratings, class tests and examinations hold by the academic institutions or by the educational boards. Academic achievement is positively related with motivation and family environment. Sunitha (2005) stated that academic achievement is the knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests in annual examination. Colin's English Dictionary (2005) described academic achievement as excessively concerned with intellectual matters and lacking experience of practical affairs. Gottfried (1990) explored positive relationship between motivation and achievement. Students with higher academic intrinsic motivation had significantly higher achievement and intellectual performance. It was also found that perceived academic competence was positively related to intrinsic motivation. It seems that students who feel competent and self-determined in the school context develop an autonomous motivational profile toward education, which in turn leads them to obtain higher school grades. Perceived academic competence and perceived academic self-determination positively influenced academic motivation, which in turn has a positive impact on academic performance. 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 by administering achievement motivation rating scale and nomadic girls' achievement test. The findings indicated that academic achievement of the girls was influenced by parental education levels. The findings revealed the relevance of parental education in academic achievement of the girls. Muola (2010) found the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 standard eight Kenyan pupils from six urban and rural primary schools from Machakos district. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children. Tella (2007) investigated the impact of motivation on academic achievement in mathematics. The participants of the study were 450 secondary school

students of both sexes drawn from ten schools of Ibadan. Data were collected by employing achievement test in mathematics as a measure of academic achievement. The results revealed significant differences in the academic achievement of male and female students in mathematics. Male students were found to have better achievement in mathematics. 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 findings also indicated that achievement motivation indirectly effected the relation of learning approaches and academic achievement. Umadevi (2009) explored the relationship among emotional intelligence, achievement motivation and academic achievement of primary school student-teachers. The sample comprised of 200 primary school student-teachers studying in various colleges of Davangere city in Karnataka. Data were collected by administering achievement motivation test developed by Bhargava. Academic achievement was taken as the annual scores of second year board examination. The findings indicated that there was a significant positive relationship between achievement motivation and academic achievement of the students. Conroy et al. (2009) studied the expression of achievement motivation in interpersonal behaviour of 219 students from small private university and 172 students from large public university of United States and findings reported that achievement motives were not associated with interpersonal behaviour. However, achievement motives had significant effect on academic success.

Hence, achievement motivation is a driving force that lay direct and positive influence upon the academic achievement of the students.

Objectives

- To study the academic achievement of college students.
- To study academic achievement of college students having high and low achievement motivation.

Hypothesis

- There is no significant difference in academic achievement of college students having and high and low achievement motivation.

Delimitation

The study was confined only to 100 college students of Patiala district of Punjab.

Method

The study was conducted through descriptive survey method.

Sample

The sample comprised of 100 college students of Patiala district of Punjab.

Research Tools

- Personal Data Form
- Deo-Mohan Achievement Motivation Scale by Deo-Mohan (2002).

Results

The data were collected by administrating the above mentioned research tools, then tabulated and analyzed as below.

Academic Achievement of College Students

The mean score of college students on academic achievement was 51.2 with median and mode 53 and 50.5 respectively whereas range of the scores came out to be 45.0.

Comparison of Academic Achievement of College Students having High and Low Achievement Motivation

For comparing academic achievement of college students having high and low academic achievement, quartile one and quartile three were calculated. The college students scoring less than quartile one (Q_1) are named as low group, whereas the students scoring more than quartile three (Q_3) are named as high group. For achievement motivation the college students below Q_1 (122) that counts 40 are termed as group having low achievement motivation. For the students scoring above Q_3 (150) that counts 35 are termed as group having high achievement motivation. The mean values and SDs of the college students on academic achievement showing high ($n=40$) and low ($n=35$)

achievement motivation were 59.2, 51.5 and 7.6, 6.9 respectively. Standard error of mean difference was 1.68 and t-ratio came out to be 4.58 which was significant at 0.01 level. Mean score (59.2) of students having high achievement motivation is more than the mean score (51.5) of the students having low achievement motivation. It shows students having high achievement motivation are better in academic achievement than the college students having low achievement motivation. Hence it was interpreted that there prevailed a significant difference in academic achievement of college students showing high and low achievement motivation.

Testing of Hypothesis

As the results of the study revealed that the students having high and low achievement motivation differ significantly in academic achievement. The hypothesis that there is no significant difference in academic achievement of college students having high and low achievement motivation was rejected. The findings indicated that the students having high achievement motivation were better in academic achievement than the students having low achievement motivation.

Educational Implications

From the findings drawn, it is reflected that college students who have high level of achievement motivation perform better at academics than the students who have low level of achievement motivation. So it is recommended that good institutional environment should be provided to the students, as well the parents are advised to provide congenial home environment to the students that could in turn improve the academic achievement of the students.

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