



E-ISSN: 2706-8927  
P-ISSN: 2706-8919  
[www.allstudyjournal.com](http://www.allstudyjournal.com)  
IJAAS 2022; 4(3): 48-51  
Received: 18-05-2022  
Accepted: 09-07-2022

**Monty**  
Ph.D. Research Scholar,  
Department of Psychology,  
Punjab University,  
Chandigarh, India

## A review on the achievement motivation of secondary school students

**Monty**

### Abstract

Achievement motivation focuses on motivation associated with performance on activities having quantifiable success or failure criteria. These sorts of duties include school activities, job activities, and competitive sports activities. Competence is a crucial component of motivation for all of these jobs. The level of motivation in a person's behaviour is the most direct indicator of motivation in any form. Teachers inspire pupils to pursue academic success and greatness. Because we live in a worldwide world that highly values leadership, drive, and the desire to achieve success and perfection, every student must acquire academic education and training to prepare for such a society. Students in upper secondary school may build accomplishment motivation if their instructors understand their beliefs and emotions and handle them effectively. This study intends to perform a review of the literature on accomplishment motivation. According to the research literature, students have a drive for success, which should be satisfied by providing them with suitable possibilities. The results of the research recommend that monthly seminars for all school principals, administrators, teachers, and counsellors should be organised to sensitise them to the requirements of kids. This assessment attempts to cover the years 2010 through 2021.

**Keywords:** Achievement motivation, literature review, higher secondary school students

### Introductions

Definition of achievement motivation: the urge to accomplish well It is one of the most significant scientific and educational fields. It is essential to the scientific endeavour to comprehend human and intra-human behaviour. Psychologists that investigate behaviour prediction have shown that it is only feasible to predict behaviour when motivational and psychological elements are taken into account. Understanding accomplishment motivation has ramifications for a variety of facets of human living, such as how individuals acquire new skills and apply existing ones. Achievement motivation is a relatively new notion within the study of motivation. It is a form of drive whose genesis is totally personal. Success motivation is founded on the achievement motive, or the drive to succeed. The accomplishment motivation is the desire of a student to improve his academic performance, obtain a high grade, or become an engineer, for example. Motivation is the desire to accomplish objectives and the act of retaining that drive. Motivation serves as a crucial basis for cognitive behaviours such as planning, organising, decision-making, learning, and evaluations (Pintrich & Schunk, 2005) <sup>[9]</sup>. Spence and Helmreich (2003) <sup>[16]</sup> defined accomplishments as task-focused conduct. In evaluations, individual performances are often compared to standards or to those of others. Different scholarly viewpoints result in diverse definitions of achievement motivation. Atkinson (1964) <sup>[1]</sup> provided the initial definition of achievement motivation as the comparison of performance to that of others and to specific benchmark activities. Achievement motivation is the desire to succeed in learning activities paired with achievement experience. McClelland and Atkinson were the first researchers to focus on the investigation of achievement motivation. People with a strong need for accomplishment, according to McClelland, Atkinson, Clark, and Lowell (1953) <sup>[8]</sup>, are those who strive for greatness in a profession for the purpose of succeeding and not for rewards. This requirement has been designated n-accomplishment for convenience. Atkinson and Feather (1980) <sup>[3]</sup> theorised that achievement motivation is a mix of two personality traits: a propensity to seek success and to avoid failure. Bigge and Hunt (1980) <sup>[4]</sup> described achievement motivation as the urge to work with dedication and vigour, to continually steer toward goals, to attain domination in hard and difficult activities, and as a consequence, to have a feeling of accomplishment.

**Corresponding Author:**  
**Monty**  
Ph.D. Research Scholar,  
Department of Psychology,  
Punjab University,  
Chandigarh, India

This concept comprises of three elements: the stimulation of one's own capabilities, persistent efforts with determination, and the attainment of a feeling of fulfilment. According to the aforementioned definitions, accomplishment motivation is a subjective and internal psychological drive that enables people to pursue work they view as meaningful and motivates them to attain their objectives.

In addition, accomplishment motivation is a competitive and comparative mindset. In accordance with the definitions offered by the aforementioned experts, accomplishment motivation is a subjective, internal, and psychological force that enables people to pursue work they regard as important and ultimately attain their objectives. Motivations impact the creation of psychological norms, according to Sparrow (2000) <sup>[15]</sup>. Motivations include meaningful employment, job stability, a feeling of accomplishment, prospects for advancement, and promotional outlets.

### Significance of The Study

This review article will aid schools and instructors in gaining a deeper knowledge of human behaviour and identifying the actions necessary to encourage kids for future success. They must first know their needs and desires. It would also assist school authorities in understanding that students want to achieve and that they should be given the chance to do so. This implies that, like with any other human institution, the school should let its instructors to fulfil their strong and insatiable need to control and influence the behaviour of others.

### Literature review

Smith, Guimond, Bergeron, St-Amand, Fitzpatrick, & Gagnon (2021) <sup>[13]</sup>. Since the emergence of the COVID-19 pandemic, the mental health of kids has been a significant concern. On the other hand, academic results have received absolutely little attention. This research used an expectancy-value paradigm to analyse changes in students' achievement motivation. Prior to and during the pandemic, ninety ( $n = 90$ ) ninth- and tenth-grade students rated their expectations and values towards learning. (that is, January 2020 and November 2020). Multivariate analyses of variance were performed to assess temporal and extraversion/introversion-related changes (MANOVAs). Most views were steady, with the exception of learning interest, which rose as extraversion grew. The results are presented in light of data from before the epidemic. Anderman (2020) <sup>[12]</sup>. This study tries to examine the vast amount of research that accomplishment incentive theories have generated, with a particular emphasis on recent developments. In this comment, I will first discuss the most significant contributions made by each theory. The degree to which concepts share similarities is examined next; I note that although there is some overlap, it allows for more accuracy in research but may also lead to misunderstanding among practitioners and policymakers. In conclusion, I investigate how contemporary motivation theory and educational policy and practise match. Researchers that research motivation are examining significant current issues in practise and policy. The study has not, however, been systematic across hypotheses. Kumar & Sangeetha (2019) <sup>[7]</sup>. This longitudinal research aims to examine the connection between high school students' success motivation and their English academic performance. Three hundred students participated in the study. The findings of structural equation

modelling indicated that mastery objectives (approach and avoidance) were indirect predictors of behavioural and cognitive engagement when instructors were sought out for help. Performance objectives (avoidance orientation, but not approach orientation) were associated to cognitive engagement via help-seeking behaviour. Overall, our data suggest that success motivation is a significant driver of academic engagement in early high school, and that asking teacher help explains their significance. It provides a discussion of the practical implications, constraints, and future prospects for study.

SecilBal-Tastan *et al.* (2018) <sup>[12]</sup> Using academic success scale motivation ( $\alpha = 0.89$ ) and teacher self-efficacy scale ( $\alpha = 0.91$ ) as assessment methods and achievement tests in science education, the effects of teacher effectiveness and motivation on the academic achievement of students in science education in secondary and high schools in Iran and Russia were analysed. Two hypotheses were tested with the mathematical software. Using the t-test, academic performance discrepancies among pupils based on their ethnicity were evaluated via a series of comparisons. In terms of students' academic performance in scientific education, the data revealed that gender disparities were not significant, however ethnicity inequalities were. Other studies showed revealed significant impacts of teacher self-efficacy and motivation on academic success in scientific education. It addressed repercussions, recommendations, and instructions for kids, instructors, school administrators, parents, the government, education counsellors, etc. Asrat Dagnew (2017) <sup>[5]</sup> evaluated the link between students' opinions regarding school education ideals, success motivation, and academic accomplishment. The researchers subsequently chose an approach based on correlation analysis. To meet the study's aims, 362 ninth-grade students from Fasiledes, Angerb, and Azezo secondary schools in North Gondar, Ethiopia, were selected using a systematic sampling strategy.

On the basis of the study goals and prior observations pertinent to the variables utilised in the analysis, questionnaires were modified for students. The sample high school record offices received the average academic performance. Rengaraj (2016) <sup>[10]</sup> focused on the attitude of Chennai City School pupils toward encouragement for accomplishment. The purpose of this study is to determine whether students' attitudes regarding school might influence their motivation to succeed. To meet the aims of the research, data from Higher Secondary Schools were used as the main source. Therefore, the researcher visited Higher Secondary School students from twelve schools in Chennai that were representative of all areas. This list of twelve schools covers government-run schools, Chennai Municipal Corporation schools, private schools with and without assistance, and private schools without assistance. It was referred to as the pupils attending schools that accept either one or both sexes. In addition, both male and female students enrolled in English and Tamil (native language) medium courses were included. Rao and his colleagues created the Achievement Incentive scale, which consists of 20 elements and the Johnson J.D. inventory. It is used for this investigation. There are 50 statements in the inventory. Using the Test-Retest technique, the reliability was determined, and for the questionnaires used in the study, the Alpha-Coefficient was discovered to correctly interpret the data, and the same was provided. Girls, English-medium

pupils, and kids at private-assisted schools show a greater ambition for accomplishment and a more favourable attitude towards school. Sarangi C. (2015) <sup>[11]</sup> highlighted that a person's accomplishment motivation is a constant drive to achieve success in a competitive environment at a specified degree of excellence. This research attempted to examine the effect of success encouragement on the academic accomplishment of high school students from tribal and non-tribal groups in relation to their gender and location. For this reason, a sample of 200 ninth-grade students from 10 public high schools in the Goalpara District of Assam was recruited. They gave Achievement Incentive Scale examinations created by Gopal Rao. To investigate the significance of the difference between means and the significant relationship between academic achievement motivation, it was discovered that tribal-non-tribal and male-female students did not differ significantly, whereas urban students exhibited greater motivation for academic achievement than rural students. There was no significant association between motivation for accomplishment and academic performance for tribal, child, and rural students, while there was a strong relationship between desire for achievement and academic achievement for non-tribal, female, and urban students.

Nazim, & Kumar (2014). The purpose of this research was to determine whether there was a correlation between academic stress and achievement motivation among high school students. Based on their scores on the academic stress scale developed by Akbar Husain and Tabassum Rashid, 200 students from the Uttar Pradesh board and 200 students from the Central Board of Secondary Education (CBSE) were randomly selected from ten Uttar Pradesh board and ten CBSE board schools in the Meerut district. For measuring accomplishment motivation, Pratibha Patil and Asha Mohan created the Deo Mohan achievement motivation (n-ach) scale. Using Pearson correlation, Academic stress was shown to have a detrimental relationship with achievement motivation among U.P. secondary pupils. Academic stress was likewise shown to be adversely connected with accomplishment motivation among CBSE board students, however the correlation coefficient value was somewhat lower among CBSE board students than among U.P. board students. Sobhi-Gharamaleki, N. (2013) <sup>[14]</sup>. The purpose of this study was to examine the association between emotional intelligence and its components (self-awareness, self-management, social awareness, and relationship management) and accomplishment motivation. The statistics population comprised all Karaj city first-year high school female pupils. A sample of sixty pupils was picked using a multi-stage cluster sampling method. The Achievement Motivation-Denver Youth Survey and the Bradberry-Greaves Emotional Intelligence exam were administered to all participants. A substantial correlation was found between accomplishment drive and emotional intelligence. Achievement motivation was positively connected with global emotional intelligence as well as its components, self-awareness, self-management, and relationship management. However, there was no correlation between social awareness and accomplishment motivation. Results indicated that teenagers with high emotional intelligence had more realistic impressions of interpersonal connections, and this skill likely aids in the development of their success drive. Academic motivation and sentiments of self-efficacy

may be enhanced by a higher accomplishment motivation. Payyanatt, & Manichander (2012). The purpose of this study is to measure the degree of accomplishment motivation among rural and urban secondary school students in the Ernakulam area of Kerala. The information was collected using the Deo-Mohan Achievement Motivation (N-Ach) Scale on 200 pupils from different schools in the Thripunithura Subdistrict who were selected using a method known as purposive sampling. The gathered data for big independent groups were submitted to a t-test. The results indicate that accomplishment motivation differs significantly between rural and urban pupils, rural boys and urban boys, rural girls and urban girls, rural girls and urban boys, and rural girls and urban boys. However, there is no substantial difference between rural boys' and urban females' accomplishment motivation. The findings of this research should act as a wake-up call to curriculum developers and instructors. Yusuf (2011) <sup>[17]</sup>. This research investigates the effect of self-efficacy, success motivation, and learning practises on students' academic accomplishment. Due to the dearth of educational research on the following components of an integrated motivational model, it is crucial to perform this study. Undergraduate students participated in the study. To solve the following research topic, structural equation modelling (SEM) was used. What influence do self-efficacy beliefs, achievement motivation, and self-learning activities have on the academic success of UKM undergraduates? Using both direct and indirect scientific approaches, the effects of self-efficacy beliefs, achievement motivation, and self-learning activities on academic accomplishment have been proven. Self-efficacy predicts significantly enhanced academic accomplishment. Kenny, Walsh-Blair, Blustein, Bempechat, & Seltzer (2010) <sup>[6]</sup>. This research examines the role of work-based beliefs and autonomy support as predictors of adaptive achievement-related beliefs, using the expectation value, hope, and self-determination theories. Two hundred and one high school students involved in a work-based learning programme completed the work hope, autonomy support, and accomplishment beliefs measures. Work hope, career planning, and autonomy support shared 37.5% of the variance with achievement-related beliefs, according to the results of the complete canonical correlation model. In addition, job optimism and teacher autonomy support added further distinctive diversity in explaining these attitudes. The results add to the theoretical understanding of the importance of work-based learning in building academic motivation in teenagers.

## Discussions

To grasp student behaviour and how to encourage students, instructors must first know their needs and preferences, according to the findings of the study. Second, the evaluation reveals that students seek success, which should be satisfied by providing them with suitable opportunity to do so. The third finding of the study was that instructors seek authority, which they should be able to exercise and please. As with any other human institution, the school should let teachers to indulge their deep and insatiable urge to control and influence the conduct of others. Lastly, the results of the research recommend that frequent seminars should be organised for all school principals, administrators, teachers, and counsellors in order to increase their sensitivity to the needs of students.



## Conclusion

The study concludes that measuring achievement motivation enables educators and counsellors in elementary, secondary, and higher education to assess and implement programmes and interventions targeted at enhancing and sustaining learners' achievement motivation. Institutions, teachers, educators, and counsellors may all assist pupils in becoming more motivated. It is the responsibility of teachers to motivate pupils to succeed in school, which is one of the century's greatest challenges. In their function as classroom managers, instructors have influence over the opportunities that contribute to the success and motivation of their pupils. Teachers cultivate relationships of trust with their pupils, which influences their learning and motivation. Administrative, academic, and managerial support contributes to the growth of achievement motivation among students.

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