Achievement Motivation of Higher Secondary School Student: A Literature Review

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A B S T R A C T

Achievement motivation is more particularly concerned with motivation related to performance on tasks with measurable success or failure criteria. School activities, work activities, and competitive sports activities are examples of these types of tasks. Competence is a key element of motivation to succeed in all of these tasks. The amount of motivation in an individual's behaviour is the most immediate indication of motivation in any form. Teachers provide motivation for students to achieve achievement and excellence. Because we live in a globalized world where leadership, motivation, and the desire to achieve success and perfection are highly valued, every student must receive academic education and training to prepare for such a global society. Higher secondary school students can develop achievement motivation if their teachers manage them appropriately and understand their values and feelings. This paper aims to conduct a literature review on achievement motivation. The literature for this study revealed that students have a desire for achievement, which should be met by providing them with appropriate opportunities. The study's findings suggest that periodic workshops should be arranged for all school principals, administrators, teachers, and counsellors to sensitize them to meet the needs of students. This paper is an attempt to reviews the papers from 2010 to 2021.

Keywords: Achievement Motivation, Literature Review, Higher Secondary School Students.

Introduction

Achievement motivation is defined as the need to perform well. It is one of the most important areas of scientific study and education. It's an important aspect of the scientific effort to understand human and intra-human behaviour. Psychologists who study behaviour prediction have established that it is only possible to predict behaviour when information regarding motivational and psychological factors is considered. Understanding achievement motivation has implications for various aspects of human existence, including how people learn new abilities and how they use old ones. In the field of motivation, achievement motivation is a relatively recent concept. It's a type of motivation that's purely personal in origin. The achievement motive, or the desire to succeed, is the foundation of achievement motivation. The desire of a student to enhance his academic performance, receive a good grade, or become an engineer, for example, is known as the achievement motive. Motivation is defined as the desire to achieve goals and the process of maintaining that desire. Motivation provides an important foundation to complete cognitive behaviour, such as planning, organization, decision-making, learning, and assessments **(Pintrich & Schunk, 2005). Spence and Helmreich (2003)** defined achievements as task-oriented behaviour. Performances of individuals are often\ compared against standards or with others for assessments. The differing perspectives of scholars result in various definitions of achievement motivation. The original definition of achievement motivation was from **Atkinson (1964),** who defined it as the comparison of performances with others and against certain standard activities. Achievement motivation is a drive to excel in learning tasks combined with experience tried in accomplishment. McClelland and Atkinson were the first scholars to concentrate on the study of achievement motivation. For **McClelland, Atkinson, Clark, and Lowell (1953),** people who strive for excellence in a field for the sake of achieving and not for some rewards are considered to have a high need for achievement. This need has been labeled n-achievement for convenience. **Atkinson and Feather (1980)** suggested that achievement motivation is a combination of two personality variables: a tendency to approach success and avoid failure. **Bigge and Hunt (1980)** defined achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks, and create a sense of achievement as a result. This definition consists of three elements: the stimulation of personal capabilities, constant efforts with drive, and obtaining a sense of satisfaction. According to the above

definitions, achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals.

Meanwhile, achievement motivation is also a mentality to compete and compare with others. In agreement with the definitions, as proposed by the previously mentioned scholars, achievement motivation is a subjective, internal, and psychological drive, enabling individuals to pursue work they perceive to be valuable and eventually achieve their goals. **Sparrow (2000)** found that motivations influence the formation of psychological conventions. Motivations include meaningful work, job security, and a sense of achievement, promotional channels, and opportunities.

Significance Of the Study

This review article will assist schools and teachers in better understanding human behaviour and in determining what steps are required to motivate students for future achievement. They must first comprehend their desires and wants. It would also help school administrators understand that children have a desire to succeed and that an appropriate opportunity should be provided for them to do so. This means that, like any other human organization, the school should allow its teachers to satisfy their strong and unending urge to control and influence the behaviour of others.

Literature Review

Smith, Guimond, Bergeron, St-Amand, Fitzpatrick, & Gagnon, (2021). Since the outbreak of the COVID-19 epidemic, students' mental health has become a greater worry. Academic outcomes, on the other hand, have gotten virtually little attention. An expectancy-value framework is used to analyse changes in students' achievement motivation in this study. High school students (grades 9 and 10) reported their expectations and value views about learning before and during the epidemic ($n = 90$). (i.e., January and November 2020). Multivariate analyses of variance were used to examine changes over time and as a function of extraversion/introversion (MANOVAs). With the exception of learning interest, which increased as extraversion increased, most perceptions were stable. The findings are presented in light of pre-pandemic evidence. **Anderman (2020).** This research aims to analyze the enormous body of research that has resulted from achievement motivation theories, with a focus on recent advancements. In this remark, I first go over some of the most notable contributions that each

of the theories has made. The extent to which there are commonalities across ideas is next discussed; I point out that while there is some overlap, it enables precision in research but can also lead to confusion among practitioners and policymakers. Finally, I explore how current motivation theory and present educational policy and practice are aligned. Researchers studying motivation are looking into some crucial contemporary practice and policy challenges. However, this research has not been systematic across theories. **Kumar & Sangeetha, (2019).** This longitudinal study aimed to investigate the relationship between high school students' achievement motivation and academic achievement in English. A total of 300 students took part in the research. The results of structural equation modelling revealed that mastery goals (approach and avoidance) were indirect predictors of behavioural and cognitive involvement when teachers were sought for assistance. Through help-seeking actions, performance goals (avoidance but not approach orientation) were linked to cognitive engagement. Overall, our findings imply that achievement motivation is an important driver of academic engagement in early high school and that their role is explained by requesting teacher assistance. It includes a discussion of the practical consequences, limitations, and future research directions.

SecilBal-Tastan et al. (2018) The impacts of teacher effectiveness and motivation on the academic achievement of students in science education in secondary and high schools in Iran and Russia were examined by 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 mathematical programme was used to test two hypotheses. Comparative tests were conducted using the t-test to assess the students' ethnic disparities in terms of their academic achievement. The findings showed that gender differences were not significant, but the disparity in ethnicity was significant in terms of students' academic performance in science education. Significant effects of teacher self-efficacy and motivation on academic achievement in science education were also recorded in other results. It discussed and addressed consequences, suggestions, and guidelines for students, teachers, school administrators, parents, government, education counsellors, etc. **Dagnew, Asrat (2017)** examined the relationship between the attitudes of students towards school education values, motivation for success and academic achievement. The researchers then adopted a correlation analysis design. In order to achieve the study objectives, 362 students were taken from grade 9 students of Fasiledes, Angerb, and Azezo secondary schools in North Gondar, Ethiopia, using a systematic sampling technique.

Questionnaires were adapted for students based on the research objectives and previous observations relevant to the variables used in the analysis. The record offices of the sample high schools received the average academic achievement. **Rengaraj (2016)** focused on the attitude of students from the Chennai City School towards encouragement for achievement. It is an examination of whether the incentive for achievement may be shaped by the attitude of students towards school. The primary data was selected from the Higher Secondary Schools to satisfy the study objectives. The researcher therefore contacted the students of the Higher Secondary School from twelve schools in Chennai City with representation from all the regions. This list of twelve schools includes government-run schools, Chennai Municipal Corporation, Private Aided and Private Unassisted schools. It was called the students studying in schools that admit either one sex only and both. The students, that is, both the boys and girls studying medium classes in English and Tamil (native language) were also taken into account. Rao and his associates developed the Achievement Incentive scale, which includes 20 items and the inventory developed by Johnson J.D. It is used for the present study. 50 statements consist of the inventory. The reliability was observed using the Test-Retest method, and for the questionnaires used in the analysis, Alpha-Coefficient was also found to have correct interpretation of the results and the same was given. Girls, English medium students, private-assisted school students, Girls school students exclusively have more drive for achievement and a more positive attitude towards schools.

Sarangi C. (2015) clarified that an individual's achievement motivation is a persistent striving force to achieve success in a competitive situation at a certain level of excellence. An attempt was made in this study to study the impact of achievement encouragement on the academic achievement of tribal and non-tribal group high school students in relation to their sex and locale. A sample of 200 students studying in class IX of ten public high schools in the Goalpara District of Assam was selected for this reason. They administered Gopal Rao's Achievement Incentive Scale tests. To research the significance of the difference between means and the significant relationship between academic achievement motivation, It was found that tribal-non-tribal and boy-girl students did not vary significantly, but urban students displayed higher motivation for achievement than rural students. In the case of the relationship between motivation for achievement and academic achievement, there was no significant relationship between motivation for achievement and academic achievement of tribal, child, and rural students, but there was a substantial relationship between motivation for achievement and academic achievement of non-tribal, female, and urban students.

Nazim, & Kumar, (2014). This study aimed to see if there was a link between academic stress and achievement motivation in higher secondary students. On the basis of their scores on the academic stress scale created by Akbar Husain and Tabassum Rashid, 200 students from the U.P. board and 200 students from the CBSE board were randomly picked from ten U.P. board and ten CBSE board schools in Meerut district. The Deo Mohan achievement motivation (n-ach) scale, developed by Pratibha Patil and Asha Mohan, was used to assess achievement motivation. Pearson correlation was used. Academic stress was found to be negatively correlated with achievement motivation among higher secondary students in the U.P. board. Academic stress was also found to be negatively correlated with achievement motivation in the CBSE board, but the correlation coefficient value among CBSE board students was slightly lower than that of U.P board students. **Sobhi-Gharamaleki, N. (2013).** This research aimed to understand the relationship of emotional intelligence and its dimensions (self-awareness, self-management, social awareness, and relationship management) to achievement motivation. The statistical population included all female first-grade high school students studying in Karaj city. A multi-stage random cluster sampling procedure selected a sample of 60 students. All participants completed the Achievement Motivation-Denver Youth Survey and Bradberry-Greaves Emotional Intelligence test. Results showed a significant positive relationship between achievement motivation and emotional intelligence. Global emotional intelligence as well as its components, self-awareness, self-management, and relationship management, correlated positively with achievement motivation. But social awareness was not found to be associated with achievement motivation. The results showed that adolescents with high emotional intelligence hold more realistic perceptions in interpersonal relationships, and this ability probably helps them develop achievement motivation. Higher achievement motivation may help enhance feelings of self-efficacy as well as academic motivation. **Payyanatt, & Manichander, (2012).** This research aims to determine the level of achievement motivation among rural and urban secondary school pupils in Kerala's Ernakulam region. The information was gathered using the Deo-Mohan Achievement Motivation (N-Ach) Scale on 200 students from various schools in the Thripunithura Sub-district who were chosen using a purposive sampling technique. For large independent groups, the acquired data was subjected to a t-test. The findings show that there is a significant difference in achievement motivation between rural and urban students, 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 significant difference in achievement motivation between

rural boys and urban girls. The study's conclusions should serve as a wake-up call to curriculum planners and educators. **Yusuf, (2011).** The impact of self-efficacy, achievement motivation, and learning strategies on students' academic achievement is investigated in this study. Because there is a shortage of educational research on the following components of an integrated motivational model, conducting this research is critical. Selected undergraduate students took part in the research. The structural equation modelling (SEM) method was used to answer the following study question: What effect do self-efficacy beliefs, achievement motivation, and self-learning practices affect UKM undergraduate students' academic accomplishment? The impacts of self-efficacy beliefs, achievement motivation, and self-learning practices on academic achievement have been demonstrated scientifically using direct and indirect methods. Self-efficacy views considerably improved learning achievement. **Kenny, Walsh-Blair, Blustein, Bempechat, & Seltzer, (2010).** Drawing upon expectancy value, hope, and self-determination theories, this study explores the contributions of work-based beliefs and autonomy support as predictors of adaptive achievement-related beliefs. Two hundred and one urban high school students enrolled in a work-based learning program completed work hope, autonomy support, and achievement beliefs. Results from the full canonical correlation model revealed that work hope, career planning, and autonomy support shared 37.5% of the variance with achievement-related beliefs. Moreover, work hope and teacher autonomy support further contributed unique variance in explaining these beliefs. The findings contribute to the theoretical knowledge base concerning the value of work-based learning in fostering academic motivation among adolescents

Discussions

Firstly, the review discovered that in order for teachers to comprehend student behavior and how to motivate students, they must first comprehend their requirements and inclinations. Second, the review indicates that students desire achievement, which should be met by providing appropriate opportunities for them to do so. Thirdly, the review found that teachers desire authority, which they should be able to exert and satisfy. Like any other human organization, the school should allow instructors to engage in their intense and inexhaustible desire to control and influence others' behavior. Finally, the study's findings suggest that periodic workshops should be arranged for all school principals, administrators, teachers, and counselors to sensitize them to meet the needs of students.

Conclusion

It can be concluded from the review that the measurement of achievement motivation allows educators and counselors in primary, secondary, and higher education to evaluate and implement programs and interventions aimed at increasing and maintaining learners' achievement motivation. Teachers, educators, counselors, and institutions can all help students become more motivated. Teachers are responsible for motivating students to succeed in school, which is one of the century's major difficulties. In their capacity as classroom managers, teachers control the opportunities that lead to the development and improvement of students' success and motivation. Teachers develop trusting relationships with their students, which have an impact on their learning and motivation. Administrative, academic, and management assistance aids in the development of achievement motivation among students.

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