RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN UMARU MUSA YAR'ADUA UNIVERSITY, KATSINA

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Abstract

This study investigated the relationship between achievement motivation and academic performance of undergraduate students of Umaru Musa Yar'adua University. The design employed for the study was expost factor research design Through Proportionate Stratified Random Sampling technique, 255 (181 males and 74 females) sample of undergraduate students were selected. A 20-item short version of Achievement motivation scale by Deo and Mohan (2020) was adapted and administered to the samples, and 300 level students CGPA for 2020/2021 academic session were used as a measure of academic performance. Data collected were analyzed using Person product moment correlation coefficient and t-test for independent samples. Two hypotheses were formulated and tested at the p=0.05 level of significance. Research findings showed that there is a positive relationship between achievement motivation and academic performance (P = .020). Furthermore, a significant gender difference was found in achievement motivation the (P =. 004). From the findings it was recommended that lecturers and parents should make it clear to students about the types of achieve goals they should set for themselves and should make the students focus on mastering skills. The study recommended that university authority should assist students to set proper achievement motives that reduce academic gender differences. It is therefore suggested that an achievement motivation training centre should be established in order to change students perception of themselves, leading to an improvement in their learning and academic performance.

Keywords: Achievement Motivation, Academic Performance, Undergraduates.

Introduction

Motivation in an academic engagement refers to cognitive, emotional and behavioural indicators of student investment in and attachment to education (Tucker, Zayco & Herman, 2019). Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards such as physical satisfaction, praise from others and feelings of personal mastery. Psychologist David McClelland extensively studied this concept, highlighting its significance in understanding human behaviour and performance (Zenzen, 2020). People with high achievement motives will act in ways that will help them to outperform others, meet or surpass some standard of excellence, or do something unique (Zenzen, 2020). All students are influenced by a need to achieve to a certain degree. Those students, who hold a high desire of success, work hard to achieve (Zenzen, 2020).

Everyone has a need to achieve and fear of failure, but these needs vary from person to person and from situation to situation. Each student acts on the levels of achievement motivation differently, but some

students are predisposed to having little desire to accomplish certain task (Zenzen, 2020). Since, it has been shown that all students are influenced by achievement motivation. Therefore, all students may benefit from increased motivation from lecturers.

Achievement motives vary from one student to another, therefore it may help in planning activities to know where students stand. At this point, the significance of early achievement motivation to future academic success should be clear. It is important for both parents and lecturers to understand why promoting and encouraging achievement motivation to our undergraduate students in most of Nigerian Universities.

Statement of the Problem

Academic performance of students is an important indicator of academic success at University (Danbudzo, 2019). Universities students differ in how they process, encode, recall, organize and apply information they learn (Digman, 2023). Psychologists have put forward a lot of reasons why these disparities in performance exits. Opinions vary as to why some students excel academically while others appear to be under achievers. Balarabe (1989) carried out extensive studies and discussed in detail, the motivation and academic attainment among British, Hungarian and Nigerian secondary school students. Using a sample of 392 students in Nigeria, he found positive correlation between hope for success and academic performance (r=.15 and p= .05). However, in case of fear of failure and academic performance, there was no correlation found. Balarabe (1989) extended his research to United Kingdom using a sample of 158 students. He found a positive correlation between achievement motivation and academic performance (r=. 17 and p=less than .05). The research sampled 158 Hungarian secondary students, but found no correlation between achievement motivation and academic performance (r=.14 and p=.05). Awan, Noureen and Naz (2021) examined the achievement motivation and its relationship with academic performance. The sample consisted of 336 secondary school students (164 males and 172 females). The results revealed that achievement motivation are significantly related to academic performance. Significant gender difference were discovered in favour of girls.

Bahago (2021) investigated the influence of achievement motivation 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 performance. Telia (2017) investigated the impact of achievement motivation 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 performance. The results revealed significant differences in the academic performance of male and female student in mathematics. Male students were found to have better achievement in mathematics.

Ali (2018) investigated the relationship between achievement motivation and academic performance with a sample of college students in Zambia. He found a significant and positive relation among achievement motivation and academic performance, indicating that students who had high achievement motivation performed significantly better than their counterparts who had low achievement motivation on academic performance, as measured by the averages of the term examination grades. Ligon (2016) studied achievement motivation of 175 males and female undergraduate students in New York. The participants in this study were selected across various departments. Ligon wanted to specifically

analyze differences in student's level of achievement motivation based on gender and development level. The results of the study indicated that achievement motivation across developmental level was significant, but no gender differences were found.

Sandra (2014) designed a study to find out the influence of achievement motivation interms of gender difference. And found that there was significant difference between male and female students with regard to achievement motivation level. Kuppuswamy (2014) considered that education, occupation and income of parents are the important factors of socioeconomic status of family. Higher and middle socioeconomic status families provide better facilities such as better residential areas, good home library, periodicals, newspapers e.t.c to their children which lead to high achievement motivation. Low socioeconomic status families cannot provide such type of facilities which leads to low level of achievement motivation.

Objectives of the Study

The main objective of this research is to find the relationship between Achievement motivation and Academic performance of undergraduate students. In specific terms, objectives of this study are to:

i. determine the relationship between the achievement motivation and academic performance among undergraduate Students in Umaru Musa Yar'adua University.

ii. determine whether there is a significant gender difference in achievement motivation among undergraduate Students in Umaru Musa Yar'adua University.

Research Hypotheses

The following research hypotheses were formulated to guide the researcher in achieving the above stated objectives:

Ho_1; There is no significant relationship between achievement motivation and academic performance among university undergraduate students in Umaru Musa Yar'adua University.

Ho_2: There are no significant gender differences in achievement motivation among university undergraduate students in Umaru Musa Yar'adua University.

Research Design

The research employed expost factor research design to systematically capture the current data that aimed at exploring the relationship between the variables of interest.

Population of the Study

The population of this research consists of the 300L undergraduate students from faculty of education and faculty of Humanities in Umaru Musa Yar'adua University, Katsina as at 2020/2021 Academic Session. The reason behind the selection of the above mentioned faculties lies in the recognition that the two faculties share some common characteristics in terms of their teaching and learning activities.

Table 1: Showing Population Distribution

Faculties	Male	Female	Total	Percentage
Education	347	144	491	64.6%
Humanities	204	65	269	35.4%
Total	**551**	**209**	**760**	**100%**

Source: 2021 office of the Academic Secretary, UMYUK

Sample and Sampling Techniques

The sample size of this study consists of Two Hundred and fifty five (255) Undergraduate students both male and female across the two faculties. The sample size estimation is in line with recommendations offered by the Research Advisors (2019).

Table 2: Showing Sample Distribution

Faculties	Male	Female	Total	Percentage
Education	119	46	165	64.7%
Humanities	62	28	90	35.3%
Total	181	74	255	100%

Proportionate Stratified Random Sampling was employed, the reason behind the selection of this sampling technique is because the population of the study cut across faculties and programmes within the university.

Instrumentation

The instruments used in the data collection were the measure of achievement motivation titled "Achievement motivation Scale which consisted of Twenty 20 test items adapted from Deo and Mohan (2020) and the record of academic performance of students as measured in their 300 Level CGPA. A pilot study was conducted which helped in obtaining the reliability coefficient for the achievement motivation scale which was calculated and obtained using Cronbach Alpha of r = 0.81.

Administration of the Tests

The researcher administered the instrument to participating faculties in the University concerned and the students were followed to their lecture halls where the questionnaire was distributed with the assistance of research assistances in the various departments and class representatives. The current Cumulative Grade Point Average (CGPA) score of the participants was obtained from the computerized examination records of the students who participated in the study.

Method of Data Analysis

The data collected were analyzed using Statistical Packages for Social Science (SPSS) version 20.00. The Pearson Product Moment correlation was run to obtain correlations among the variables and t-test for independent sample was employed to test the second hypothesis.

Data Presentation and Analysis

Ho1: There is no significant relationship between Achievement Motivation and Academic Performance among University Undergraduate Students.

Table 3: Correlation between Achievement Motivation and Academic Performance (N- = 255)

Variables	N	Mean	SD.	r-value	p-value
n-Ach	255	66.71	6.798		
				.146	.020
CGPA	255	59.06	7.330		

Table 3 shows that, the relationship between Achievement Motivation (as measured by achievement motivation scale) and Academic Performance (as measured by CGPA) was investigated using Pearson Product-Moment Correlation Coefficient. Hence from the table it shows that Achievement motivation

and academic performance correlates significantly with r = .146 & p =.020 which indicated that there is a positive relationship between the two variables. Therefore, the null hypothesis is rejected. This shows that, there is a positive relationship between achievement motivation and academic performance among undergraduate students.

Ho₂: There is no significant gender difference in achievement motivation among University Undergraduate Students.

Table 4: t-test on gender difference in Achievement motivation (M- 181, F = 74)

Variables	Gender	Mean	SD.	t-value	p-value
	Male	67.49	6.752		
n-Ach		67.81	6.572	2.894	.004
	Female				

Table 4 shows that, an independent sample t-test was conducted to find out gender differences in achievement motivation, and the result shows that there was significant gender difference. Therefore, the null hypothesis was rejected, given that male (M=67.49, SD = 6. 752) and female (M=64.81, SD = 6.572); t = 2.894 & p = .004 < 0.05 level of significance, the magnitude of the difference was moderate effect (Eta squared = 0.073). Therefore, the null hypothesis of no significant gender difference in achievement motivation was rejected. This shows that, there is a difference between Male and Female students in their achievement motivation.

Discussion

The findings shows that there is a positive relationship between achievement motivation and academic performance support the work of Awan, Noureen and Naz (2021) who revealed that there is an agreement between achievement motivation and academic performance. The findings of this study corroborated with the work of Balarabe (1989) who found that there is a positive correlation between achievement motivation both in Nigerian and British secondary school students. Bahago (2021) and Ali (2018) show that students with high achievement motivation showed better academic performance. The present study sought to determine whether differences exist in achievement motivation among University undergraduate students and found that there is significant difference between male and female undergraduate students in terms of their achievement motivation. Hence, these research findings corroborated the work of Sandra (2014) and Ligon (2016) who found significant gender difference in achievement motivation.

Conclusion

It is concluded that many studies were conducted across the research world as reviewed in the study. But this research was unique considering the environmental location selected and the ability in trying to relate the variable to academic performance and gender difference. Therefore, achievement motivation level of students' increase the performance levels of students are lagging behind in their level of achievement motivation compared to male students. Furthermore, the findings reported in this study justify the importance of achievement motivation to academic performance. The findings have implication for parent and lecturers that they should focus on and carry out some achievement motivational strategies to involve students in academic activities for improving their grades and overall academic performance.

Recommendations

1. Lecturers must make it clear to students, about the type of achieve goals they should set for

themselves and should make the students focus on mastering skills.
2. Parents and lecturers should assist students to set proper achievement motives that reduce academic gender difference.
3. Improvement in achievement motivation is the basic agenda of every education system. It is therefore suggested that Achievement motivation training centre should be established in order to change students' perception of themselves leading to an improvement in our learning and academic performance.
4. The parents as well as the lecturers should engage in programmes that can motivate the students to improve their academic performance.

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