

## ACHIEVEMENT MOTIVATION AS CORRELATES OF ACADEMIC PERFORMANCE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KATSINA ZONAL EDUCATION QUALITY ASSURANCE, KATSINA STATE

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### Abstract

This study investigated Achievement Motivation as Correlates of Academic Performance among Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State. It specifically examined the relationship between Achievement Motivation and Academic Performance of secondary school students. The design used for this study was descriptive survey research design. Three hundred and seventy (370) adolescent students were randomly sampled from the population of eleven thousand seven hundred and eleven students (11,711) 6,452 Male 5,259 Female Secondary Schools Students in Katsina Zonal Education Quality Assurance, Katsina State. The instrument adopted for the study was 32 items Achievement Motivation Inventory scale (AMIS) developed by Muthee and Immanuel (2009). It has a reliability index of 0.87. The PPMC and t-test statistical analysis were done at .05 level of significance. The research findings indicated that there is significant relationship between Achievement Motivation and Academic Performance of adolescent secondary school students ( $p =$  and the findings also reveal that there was no significant difference in Achievement Motivation of male and female adolescents secondary school students. The paper concludes that the level of Achievement Motivation of adolescent students has enormous relationship in their Academic Performance. The Educational psychologists, counsellors, teachers, parents and Government were admonished to motivate and encourage adolescent students to developed Achievement Motivation in order to boost and improved their Academic Performance.

**Keywords:** Achievement, Motivation, Academic performance, adolescent, students.

### Introduction

Psychologically, Motivation is one of the non-cognitive psychological variable and a process that initiates, directs, and sustains behaviours to satisfy physiological or psychological needs. It is also regarded as what gets one going, keeps one going and determines where one is going, while Achievement motivation is viewed as “the striving to increase or to keep as high as possible, one’s own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore, either succeed or fail” (Aminu, 2018)

Achievement Motivation also refers to the tendency to strive for success in competition against some standard of excellence as per the definition given by McClelland (1961). In the present study the achievement motivation was considered as a multidimensional attribute which are indicated by persistence, personal responsibility, realistic goal orientation, achievement satisfaction and recognition behaviour. Achievement motivation is also regarded as “the need to perform well or the striving for success, evidenced by persistence and effort in the face of difficulties” (Richardson,

2002). According to Wool folk in Aminu, (2018), Achievement motivation can be defined as the desire to excel or an innate force in which an individual wants to succeed. People who demonstrate high achievement motivation are driven to achieve. Achievement motivation theories differ with regard to emphasis on intrinsic motivation (Deci & Ryan, 2002) or emphasis on extrinsic motivation. McClelland in Zenzen (2020) identified three basic forms of achievement motivation in his book —The Achieving Society:-

1. Need for achievement (n-Anch)
2. Need for Affiliation (n-Aff)
3. Need for Power (n-Pow)

**Need for Achievement (n-Anch):** People with a high Need for achievement (n-Anch) seek to excel and thus tend to avoid both low-risk and high-risk situations. Achievers avoid lowrisk situations because the easily attained success is not a genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than one's own effort. High nAch individuals prefer work that has a moderate probability of success, ideally 50% chance. Achievers need regular feedback in order to monitor the progress of their achievements. They prefer either to work alone or with other high achievers.

#### **Characteristics of Need for Achievement (n-Anch) Individuals**

1. They have strong need to set and accomplish challenging goals.
2. They take calculated risk to accomplish their goals.
3. Like to receive regular feedback on their progress and achievements.
4. Often like to work alone.

**Need for Affiliation (n-Aff):** Those with a high need for affiliation (nAff) need to create close personal relationship with others, need to feel accepted by other people and avoid conflict. They tend to conform to the norms of their work group. High nAff individuals prefer work that provides significant personal interaction. They perform well in customer services and client interactions.

#### **Characteristics of Need for Affiliation (n-Aff) Individuals**

1. Want to belong to the group.
2. Want to be liked, and will often go along with whatever the rest of the group want to do.
3. Favors collaboration over competition.
4. Don't like high-risk or uncertainty.

**Need for Power (n-Pow):** The Need for Power (n-Pow) is the drive to control, be responsible and have authority over others and to influence others. A person's need for power (n-pow) can be one of two types-personal and institutional. Those who need personal power want to direct others, and this need often is perceived as undesirable. Persons who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization. Manager with a high need for institutional power tend to be more effective than those with a high need for personal power.

#### **Characteristics of Need for Power (n-Pow) Individuals**

1. Want to control and influence others.
2. Like to win arguments.
3. Enjoy competitions and winning

## Achievement Motivation in School

Achievement Motivation means the need to achieve. Several theories have been propounded by experts and scholars in management as well as in the field of psychology regarding achievement. In general, achievement theories assume that certain individuals have the potentials and abilities to achieve much more than their counterparts with whom they have similar intellect and capabilities. This potential, however, drives them into hitting their targets faster than such others. It serves as the motivator, thereby making them overachievers. Abesha (2012) subscribed that —This category of individuals is seen to accomplish task much beyond those normally expected of them. They could be motivated to accomplish even the more through the use of positive reinforcements. Making their achievements and those of the entire organization known to them is a positive more towards more goal achievement.

Development of achievement motive is affected by a number of variables within the home, school, and society. Home plays an important role in the early training of children for the development of attitudes and motives. The society and its philosophy is an important variable in developing achievement motive. There are communities which are achievement-oriented. There are others that believe in fate and leave everything to Allah. The child normally enters the school at the age of five (5) years. Before coming to school, he has gathered many experiences which become an integral part of his personality and after which the school can help a lot to sharpen already-acquired experiences and develop positive attitudes in children. . According (Haruna, 2016), the teacher can play a very crucial role in the development of achievement motivation by the following methods:

1. The teacher should make clear the importance of achievement motivation in life by means of telling the stories of great peoples and their achievement from all walks of life. When the students are convinced in advance to believe that they would or should develop achievement motivation, the efforts of the teacher will succeed.
2. The teacher should provide a proper environment both inside and outside the class. The teacher's attitude and enthusiasm will create better environment for achievement motivation in students.
3. The teacher will succeed in his attempt if he convinces the students that developing a new motive is realistic and reasonable.
4. The teacher should relate the motive with future life of the students and assign independent responsibility to them.
5. The teacher should make clear to the students that new motive will improve their self-image.
6. The teacher should emphasize upon the fact that new motive is an improvement on prevailing cultural values.
7. The teacher should make students committed to achieving concrete goals in life related to the newly developed motive.
8. The teacher should ask the students to keep the record of their progress towards their goals.
9. Self-study should be emphasized.
10. The teacher should make an effort to develop conducive social climate in the class so that every individual should feel that he belongs to a group.

Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic achievement (Nurda, 2014). Academic achievement is commonly measured through examinations or continuous

assessments but there is no general agreement on how it is best evaluated or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement (Semedo, 2009).

### **Factors influencing academic Performance**

**Individual differences influencing academic performance:** Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. (Walker, 2015)

**Cognitive Factors:** Cognitive factors or learning factors are the extent to which a person's individual capabilities can influence their academic or learning performance. These factors include cognitive functions like attention, memory, and reasoning. students with high academic performance present mature learning beliefs, and strong knowledge integration (Obinna, 2010)

**Non-Cognitive:** Non-cognitive factors or skills are a set of "attitudes, behaviours, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination. Bowles and Gintis (2017).

**Motivation:** Motivation is the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. (Herro, 2017).

**Self-Control:** Self-Control, in the academic setting, is related Self-discipline, self - regulation, delay of gratification and impulse control. Baumeister, Vohs (2018), and Tice defined self-control as "the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the attainment of long-term goals." Tangney, Baumeister, & Boone in 2018.

**Extracurricular Activities:** Organized extracurricular activities have yielded a positive relationship with high academic performance including increasing attendance rates, school engagement, GPA, postsecondary education, as well as a decrease in dropout rates and depression. (Eccles & Templeton, 2017).

### **Statement of the Problem**

Lack of motivation has prompted several researches into more effective ways of improving academic standards which scholars have found that inadequate motivation for students of secondary schools and negative self-concept are among the causative agents of poor performance in our secondary schools (Sikhwari, 2014). In Northern Nigeria, lack of motivation has been one of the most critical factors affecting learning, especially in the science and technical schools. Many students' today exhibit a weak drive towards the pursuit of academic goals and majority of such students, if not all, are those who are involved in examination malpractices and some even drop out from the school because they lose interest in their studies and some of them engage in many forms of disruptive behaviour inside and outside the school system (Abubakar, 2017). The general performance of secondary students in Mathematics and English language at both internal and external examinations in Nigeria over the years continues to decline (Musa & Dauda, 2014). This is a serious challenge to

the education sector.

The above thoughts have serious negative effect on teaching and learning process as well as student's academic performance and adjustment in schools. In trying to propound solution to the above-mentioned problems the researcher intends to explore the School adjustment and Achievement Motivation as Correlates of Academic Performance among Secondary Schools Students in Katsina Zonal Education Quality Assurance, Katsina State.

### **Objectives of the Study**

The objectives of the study include the following, which are to:

1. find out the relationship between Achievement Motivation and Academic Performance Among adolescent Secondary School Students In Katsina Zonal Education Quality Assurance, Katsina State, Nigeria.
2. Determine the difference between motivation of male and female adolescent Secondary School Students In Katsina Zonal Education Quality Assurance, Katsina State, Nigeria.

### **Research Questions**

The research questions of the study are as follows;

1. What is the relationship between Achievement Motivation and Academic Performance Among adolescent Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria?
2. What is the difference between motivation of male and female adolescent Secondary School Students In Katsina Zonal Education Quality Assurance, Katsina State, Nigeria.

### **Hypotheses**

The following null hypotheses were formulated and will be tested at 0.05 level of significance.

H01. There is no significant relationship between Achievement Motivation and Academic Performance among adolescent Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria.

H02. There is no significant difference between Achievement Motivation of male and female adolescent Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria.

### **Methodology**

The research design used for this study was descriptive survey research design. Survey method is employed in carrying out the research work because the study involved the use of questionnaires. The population of this study consisted of eleven thousand seven hundred and eleven (11,711) students and sample of three hundred and seventy (370) students' drawn from the main population using Research Advisor (2006), table for determine sample size. The instrument adopted for the study is a 32 items Achievement Motivation Inventory scale developed by Muthee and Immanuel (2009). The null hypotheses were tested using PPMCC and t-test for independent sample statistic at a significant level of 0.05.

## Results

**H01:** There is no significant relationship between Achievement motivation and Academic Performance among Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria.

**Table 1: Showing Correlation between Achievement motivation and Academic Performance among Secondary School Students in Katsina Zonal Education Quality Assurance.**

Variables	N	Mean	SD	Df	r- Value	p- value	Decision
Achievement motivation	370	28.53	4.13	369	.174	.021	Rejected
Academic Performance	370	51.36	2.82				

$P > 0.05$

Table 2 showed that the r-value (0.174) is greater than the p-value (.021) at 0.05 level of significance and 369 degree of freedom. Hence, the null hypothesis is rejected. This implies that there is significant relationship between Achievement motivation and Academic Performance among Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria.

**Hypothesis Two:** There is no significant difference in the Achievement motivation of male and female in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria.

**Table 2: t-Test Summary Table Showing the Difference in the Achievement motivation of male and female in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria.**

Variable	Gender	N	Mean	SD	Df	t- value	p-value
Motivation	Male	216	43.2903	8.4141	369	1.426	.079 (NS)
	Female	154	42.0957	10.5751			

NS: Not Significant at 0.05 alpha level of significance

Table 3 reveals that there is no significant difference in the motivation of male and female Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State ( $t = 1.426$ ;  $df = 369$ ;  $p > 0.05$ ). Therefore, the hypothesis five is upheld. This implies that, there is no significant difference in the motivation of students in science and technical secondary schools in North-West, Nigeria based on gender.

## Findings

The findings of the study are:

Significant relationship exists between the achievement motivation and Academic Performance among Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State. The relationship between the achievement motivation and Academic Performance is directly proportional, that is, the higher the achievement motivation, the higher the Academic Performance among Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State ( $r = 0.174$ ,  $P = 0.021$ ).

The finding in hypothesis two revealed that, there is no significant difference in the Achievement motivation of male and female in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria, this implied that Achievement motivation has no effect on gender in this study.

### **Discussion**

From the findings of this study, the result showed that significant relationship exists between achievement motivation and academic performance among Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State. The findings of this study collaborate with the early findings of Telia (2017); who investigated the impact of motivation on student's school academic achievement in mathematics. The findings of this study revealed there is significant difference when extent of motivation was taken as variable of interest on academic achievement in mathematics based on the degree of their motivation. The findings also agree with that of Skhwari (2014), the findings revealed that relationship existed between achievement motivation and academic performance, the finding coincided with that of Abubakar (2017), it was found that motivation predicted students academic performance scores, it revealed that achievement motivation positively influenced academic performance.

From the findings in Hypothesis two, it was revealed that there is no significant difference in the achievement motivation of male and female students. Some evidence from previous researches also support the presence of gender difference in motivation such as Guay, (2010), in their separate studies. Finding is also in contrary with that of Guay, (2010), who found female students to have higher motivation for reading and writing than male did.

### **Conclusion**

This study affirmed that significant relationship exists between achievement motivation and academic performance among Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State.

### **Recommendations**

On the basis of the findings of this study, the following recommendations were made:

1. Students should be given adequate motivation by parents, teachers, school administrators etc, so that, they can achieve the goals of education.
2. The school counselling unit and mentors should institute, seminars, workshops to student on the awareness of the achievement motivation and its role in educational setting.

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