

## Effect of Demographic Factors over Achievement Motivation of Students at University Level in Islamabad

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### Abstract

*This study was undertaken to find the extent of students' opinions towards achievement motivation and also measured the effect of demographic factors on achievement motivation of the students at university level. Descriptive and survey method was applied through multilevel mixed method sampling technique. 622 university students were considered as the sample of this study. A standardized research inventory about achievement motivation was used. Findings of this study showed that students generally expressed high degree of achievement motivation at university level. There were no significant mean differences in gender while sector, qualification, discipline and individual university of Islamabad had significant effect on the student's achievement motivation at university level.*

**Keywords:** Achievement Motivation, Social Goal, Mastery Goals, Performance Goals, University Students

### Introduction

All students are inclined through a necessity of success because each student is affected through different degrees of achievement motivation. This potential is based on the intensity of our need to achieve as well as our enjoyment of achieving. It was observed that when individuals do not need rewards or praise then they reduced their satisfaction level especially when they have no idea about their task. However, when they believed that it is under their control then they achieved mastery within their assignment. Motivation is commonly considered as the procedure through which they sustain their determination. Impetus affords an imperative establishment that produced a generous perceptive comportment such as forecasting, association, decision-making, erudition, and valuations. Achievement Motivation is a psychological motive in a man and it defined as a determination of individual that help to accomplish somewhat and to expand his/her act of learning (McInerney, 2001).

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It was found that self-determination is considered as another important aspect of teaching learning process through which we understand our capabilities and intelligence that how we are effective as professional and how we got a good position in the mind and hearts of others. Because it was found that our whole understanding about surrounding is possible through social interactions (Pintrich&Schunk, 1996). Similarly, learners improve their inner most power of dealing proficiently and effectively in the reaction of daily experiments and complications which they faced during their learning process. A researcher defined this concept as a capability of management of daily life experiences and a feeling of proficient that is devoted to as achievement motivation (McInerney, 1997; Pintrich&Schunk, 1996). Students' neediness to achieve something can decide their goal oriented behavior and they believe it is under their control to achieve mastery (Dowson &McInerney, 2001; Pintrich&Schunk, 1996).

Task-oriented comportment demarcated as achievement motivation by Spence and Helmreich in 1983. Enactments of personages are frequently associated with contradiction of different criterions or with others practices of valuations. These contradictory standpoints of intellectuals effect on innumerable descriptions of achievement motivation. The innovative characterization of achievement desire was demarcated as the evaluation of enactments by others and a customary accomplishment that acts as an amalgamation of two disposition variables such as propensity of success and propensity to avoid disappointment (Ame,1992). Similarly, Bigge and Hunt (1980) demarcated accomplishment impetus as the ambition to slog with conscientiousness and liveliness, to persistently navigate toward goals, to acquire supremacy in thought-provoking and problematic errands and construct sagacity of accomplishment as a consequence. This delineation comprises of three fundamentals parts of achievement motivation such as the encouragement of delicate competencies, persistent exertions with ambition and finding understanding of satisfaction (Dowson &McInerney, 2003; Pintrich&Schunk, 1996).

The foremost intention of edification is multifaceted which is directly associated with the improvement of an individual or improvement of temperament of an individual. This type of improvement of individuals comprises the improvement of intellectual or perspective thoughts, sentimental and psychomotor territories but this type of improvement is not considered as the direct source of enlargement of temperament of the individual (Ame, 1992). For this there was a requirement to make an applicable erudition environment (Dowson &McInerney, 2003; Pintrich&Schunk, 1996). Every student must possess at least three main

achievement goals such as social goals, mastery goals and performance goals, that's why researchers of this study tried to assess the level of achievement motivation among university students of Pakistan.

### **Research Questions**

- Q1.** What is the extent of students' opinions about achievement motivation?
- Q2.** What is the effect of demographic factors (gender, qualification & organization) on the achievement motivation of the students at university level?

### **Literature Review**

#### **Achievement Goals Theory**

A concept in which emotional state of individual is related with his/her mastery, physical satisfaction, praise and achievement is baptized as achievement motivation (Abouserie & Reda, 1995; Murphy & Alexander, 2000). Attainment goal line talk about the determinations or motives of a separable that is chasing an accomplishment in the expressions of speculative learning errands and attainment frameworks like physical and occupational locales of an individual (McInerney, 1997). In the similar way, a chore specific goal line and the supplementary broad-spectrum aim pleased some line of attack that may be functional or brand of aims (satisfaction, protection). However, attainment goals buildan attainment impetus and comportment. According to McClelland (1988), individuals who have less realization impetus under the influence of two possessions in their personality;

- Authority
- Power drives (Murphy & Alexander, 2000).

Individuals with great realization impetus are principally related with their undertaking. Although the motivational soul of the individual is also related with the manner of people through which they sense themselves and their emotional behaviors (Dowson & McInerney, 2001). Similarly, an investigation about the attainment stimulus described that the concept of realization behavior of an individual is a strong cause through which an individual can perform their educational tasks and then through this behavior he achieved his desired outcomes in his hypothetical life. The concept of aim oriented behavior of an individual was mostly observed through two wide-ranging categories:

- Mastery Goals
- Performance Goals (Paul Pintrich, 2000; Thomson Zenzen, 2002).

A task oriented goal of an individual is occasionally baptized as education or mastery goal. Its main aim is to develop an individual by enlightening his/her effectiveness for conquering the new-fangled acquaintance and aptitude while enactment goal correspondingly

christened as ego goalmouths and its main purpose is to develop a person with performance oriented attitude that is better than others (McInerney & Marsh, 1997). Learners with performance/mastery alignment engaged more persistently in integrative erudition, pragmatic profound erudition stratagems that frequently expended additional effort in formulating programs and vigorously involved in collaboration than those learners who possessed mastery orientated behavior (McInerney, 2017). Mastery and performance/mastery oriented learners were further analogous in rappings of theoretical engagements. The assemblage of an enactment/mastery orientation both is concurrent and analogous to hypothetical disputes (Dowson & McInerney, 2001). Even though not as expansively scrutinized mastery and enactment goalmouths, social goal is an additional imperative course of areas (Dowson & McInerney, 2001). Social explanations in speculative state of affairs are the overriding apprehensions for personages' in chasing social goal (McInerney & Marsh, 1997). In specific, it might be tracking down social desire to attain in imperative to support or gratify others that may heighten apprentices' initiations of themselves because they could get admiration for facilitating or pleasing others (Pintrich, 2000). This boosted sense of self that may also subsidize to the perfections of apprentices' speculative self-concept (Dowson, Barker & McInerney, 2003). Conventionally, a dichotomous motivational goal line style that encompasses a mastery and enactment goal line acknowledged the utmost consideration of the individual. Peculiar improvement and procurement of new-fangled assistances and acquaintance are prevailing apprehensions of mastery engrossed personages. Conserving auspicious verdicts of one's personal capacity by signifying grander enactment relative to others is another overriding apprehension of enactment engrossed personages (Kaplan & Maehr, 1999). Researches scrutinized the chase of manifold goal line with explicit attention on the autonomous and collaborative possessions of mastery and enactment goal line of the individual (Dowson & McInerney, 2001). Even though there was a diminutive deliberation about the affirmative belongings of mastery goalmouths and enactment aims that disclose unpredictable domino effect on the destructive, insignificant and affirmative possessions of the individual in the dealings of enactment (Harackiewicz, Barron, Tauer, Carter & Elliot, 2000). Although one drive of exploration connected to attainment goal line has revealed that individual difference in dispositional goal line alignment is accompanying with altered motivational progressions and an additional investigation has engrossed over situational encouragements (Dowson, Barker & McInerney, 2003; Murphy & Alexander, 2000). The accomplishment comportments of progenies subsequently espouse

adaptive accomplishment approaches in undertaking state of affairs. It embraces maladaptive attainment stratagems in ego-involving situations that were found a resilient constructive affiliation within a taste of chore concerning inspirational environment or collective inspirational progression that was recounted through the work of Ames and Archer (Ames, 1992). In distinction, tastes of great ego engrossment were either destructively associated or distinct to motivational catalogues (Papaioannou, 1995). He conveyed that nevertheless of level of professed capability, the discernment of high task envelopment had a resilient impact on the numerous catalogues of impetus in physical edification such as inherent impetus, attentiveness in the experience, and superficial prominence of the experience, professed developmental regulator, goals for extraordinary determination and intents for involvement in educational curriculums (Murphy & Alexander, 2000).

It was found that learning revealed with the effectiveness of implementation of realization tactic that improved enthusiasm within the individual (Nicholls, 1989). It can be explained through some investigations about the ego-oriented individuals who described that ego-oriented individuals were further active than less ego-oriented individuals because it prompts a strong credence of realization within somatic education through which they hold great capacity to do work (Duda & Walling, 1995). In adding, great chore leaning apprentices were ominously more expected to have faith in accomplishment that is attained over and done with inherent attentiveness, collaboration and extraordinary determination than less task leaning learners. In conclusion, high task/low ego oriented apprentices were less prospective to trust on achievement stanches from which they betray their instructor in education. Many discoveries that came out through the efforts of Papaioannou, Duda and Walling in 20<sup>th</sup> century of learning and they recounted a constructive affiliation within a task alignment and inherent intentions about juvenile somatic edification (Ames & Maehr, 1989). Analogous to the classroom centered platform want technologically advancement that support somatic edification educators in communicating task concerning attainment circumstances. These accessible confirmations display that such perspectives heighten enthusiasm and may stabilize the contemporary bemoaned privation of impetus in the beginning of individuals with respect to appealing in somatic movement (Corbin & Pangrazi, 1992). The behavior of achievement or success of an individual can be understood through various faculties of contemplations about individual motivation such as;

- High-Quality or Choice Philosophy of Individual
- Association Impetus of individuals

- Philosophy of Peculiar Interest
- Attainment Enthusiasm
- Aptitude Impetus
- Expectation Scheme
- Philosophy of Observational Erudition (Tosome Nugent, 2009).

The impression of high-quality philosophy contends that anthropological actualities are intuitive with 05 rudimentary prerequisites like adoration, supremacy, persistence, entertaining and self-determination. It can be understood that in direction to gratify these elementary prerequisites, maximum personages pursue to transmit or bond to supplementary populaces on a communal foundation (Tosome Nugent, 2009). Hypothetically, this source of interaction is acknowledged as association impetus (Ame, 1992). Few researchers like Kaplan and Anderman (2008) branded association as a collective intention and had go through various explorations then they advocated that collective goal lines clue to origination, controlling and strength of a comportment as it associated to possessions such as hypothetical accomplishment (Ame, 1992). In the similar way, the Maehr's (1984) philosophy of peculiar speculation specified that adolescences are commonly predisposed mutually in the form of affirmative and destructive conducts of interaction. It was observed that maladaptive accomplishment was testified in the midst of apprentices who had underprivileged eminence in the form of companionships and fellow student (support system) (Nelson & DeBacker, 2008). It is consequently imperative to generate constructive associations or philosophies where achievement is renowned and anticipated (Thomson Zenzen, 2002).

It was observed that a strong and thought-provoking hypothetical value ought to swift both realization and proficiency impetus in the learners who are entertained in that atmosphere. Conceivably one of the utmost extensively investigated categories of enthusiasm is accomplishment impulse. The subsequent category of impetus that might be provoked by this philosophy of achievement and success is related to aptitude impetus which is the longing to directing a chore or proficiency. This dynamism impels the separable to slog at constructing eminence drudgery that exhibits proficiency, egotism and mastery (Bilal Duman, 2010). An instructor desires to construct a development affiliation with his or her learner and afford responsibilities that will encounter one or more of the straightforward prerequisites. It can be understood through the expectation philosophy as that these responsibilities are perceived as attainable and devouring worth in learning progression (TosomeNugent, 2009). Enlighten the adolescent about task that distress the prerequisite of learning. In the similar way, high-quality philosophy endorses the

practice of accommodating assemblages that contents the prerequisite of supremacy and fitting capability of individual during learning progression. Similarly, over and done with philosophy of observational erudition, Theobald (2006) contends that an instructor's activities that incline to have noteworthy influence on the apprentices erudition. It was observed that impetus is influenced over and done with reflection (Theobald, 2006). Therefore, it was imperative for an instructor to imitate an affirmative encouraged assertiveness among his/her learners. The nature of interactions that habitually formed between instructors and apprentices might be suitable to embrace an analogous assertiveness of learning (Carter, 2000). At last, as Vroom's Anticipation Philosophy elucidates that personages who have confidence in their peculiar aptitudes or potentials to accomplish the upshot through interrogation. Such consequences are considered as the energy builders. It means if these sources of energy are constructive then the ending upsurges the reoccurrence of the performance of the individual while on the other hand if these are destructive then their deficiency stimulates achievement (Murphy & Alexander, 2000). It can be said that the crucial point of this philosophy is that longing for an aftermath need that traffic a particular category of accomplishment within an individual. As a final point, this concept reasonably shapes that any type of consequence will not apt any accomplishment if the guaranteed return is not probable to be endowed to anyone on any specific occasion of learning. It can be understood as that the ending result of any action desires to have particular extent of safe belt (TisomeNugent, 2009). It was confirmed through various studies that an educator is the strategic aspect of any teaching learning progression and everyone has to accept as true because they can brand a transformation in the personality as well as learning of the individual. It was also observed that apprentice inspiration rises when efficient instructors inaugurate teaching space where they engrossed their learners (TisomeNugent, 2009).

#### **Previous Researches of Achievement Motivation**

There were numerous investigation which were directly associated with the different aspect of achievement motivation of the individuals. Different researches used as an unambiguous sphere to evaluate specially gender alterations in hypothetical self-concept and attributions of accomplishment in the context of attainment impetus (Ligon, 2006). Similarly, some investigators originated that males were more probable than ladies to express self-assurance in their problematic issues along with interpreting capabilities. Boys were correspondingly more prospective to attribute their achievement in religious education.

Women were additionally prospective than men to express extraordinary dependence compartments in education (Carter, 2000).

Chaplain found that the constructive arrogances of apprentices grasp in the direction of their edification that narrates advanced impetus in their speculative enactment and accomplishment of the students in classroom (Chaplain, 2000). An additional study was accompanied to scrutinize hypothetical impetus and accomplishment among urban youths. This learning evaluated attainment goal alignments of the partakers and male captivated stronger exertion-avoidant goals than women in education (Long, Monoi, Harper, Knoblauch & Murphy, 2007). Similarly, a researcher initiated that lads' speculative philosophy is also less oriented than lassies' speculative beliefs for the reason that the mechanical/occupational institute is evidently interconnected to organizational goal. However the broad-spectrum institutes have a model of administration that is less noticeably associated to goal orientation behavior of the individuals. The canvasser determined that the category of institute atmosphere can have a fabulous impression on attainment impetus (Houtte, 2004).

Another study measured nonrepresentational intellectual capability, chore-explicit evaluations, erudition goal, provenances, and professed self-reliance of the students. It also originated that lads were more expected to execute problematic issues than lassies because lassies were further probable to persevere extended at an assignment (Vermeer, Boekaerts & Seegers, 2000). In the similar way, researchers originate that women testified advanced hypothetical self-efficacy than blokes. No sexual role alterations were found about self-esteem or cultural self-esteem among the individuals (Abouserie & Reda, 1995). Burnett & Proctor (2002) set up that women's line of attack in learning may be further attentive, supportive and significant than men's line of attack. No gender transformations bring into being in self-perceptions of proficiency across the progressive assemblages (Jacobs, Lanza, Osgood, Eccles & Wigfield, 2002).

Similarly, both male and female have no gender metamorphosis that was originated in relation to arithmetic and within broad-spectrum hypothetical honor (Skaalvik & Rankin, 1990). In the same way, achievement motivation goals stresses on the practice of distinct penalty area and the capability to recognize explicit ladders to accomplish aims in goal alignment (Friedland, Mandel & Marcus, 2016). Numerous noteworthy alterations originated within the concept of self-handicapping and categories and it was grounded with the stage of development and its fallouts did not care any gender modifications for handicapping stratagems or brand of goal orientation (Leondari & Gonida, 2015). Giota



(2012) found that lassies were accompanying probable than lads in phonological studies. Lads were further probable than lassies in the arithmetic discipline of education. In the case of goal orientation theory, a study was found that impetus was originated that sexual characteristics and self-efficacy were the significant prognosticator of enactment and intellectual practice. Its fallouts point out that lassie did not boom less auspicious proficiency and chore philosophies in arithmetic as paralleled to lads (Metallidou&Vlachou, 2013).

Nicholls (1989) revealed that lads slashed advanced in the self-image alignment (Ego) and disaffection devices than lassies. These outcomes advocate that hypothetical achievement was dominant among individuals in describing themselves. This exploration correspondingly described the lads had sophisticated philosophies that achievement was instigated by extrinsic dynamics while lassies scored high than lads on the task alignment scale (Task). Their beliefs correlated to achievement that were produced by attentiveness and exertion influences. Similarly, it was bring into being that lassies were further prospective than lads to implement erudition or mastery-leaning styles, learn more efficiently and persevere elongated with an encounter than lads (Martin, 2014). Some studies originate that acknowledgements are further probable to be concomitant with oldness rather than gender characteristics and therefore no noteworthy gender role modifications were bring into being in rappings of ascriptions for hypothetical achievement (Pickard & Strough, 2011).

In conclusion, different researchers publicized that the apprentices professed themselves to be experienced and premeditated in utmost speculative territories. Lads and lassies together regarded their stratagem usages and enactments correspondingly in hypothetical dominions. The solitary momentous verdict for gender role metamorphoses was that lads were further prospective to degree themselves as partaking sturdier arithmetic approaches than women (McLerney, Marsh & Yeung, 2017). On the other hand, their self-ratings were unmoving inferior in speculative territories than mediocre high fliers (Miller & Byrnes, 2001). Additional canvassers reconnoitered attainment impetus vicissitudes over time and the discernment of speculative background features in direction to regulate encouragements of hypothetical aftermaths (Wilkins & Kuperminc, 2010).

Similarly, numerous investigators signposted in cooperation of inherent and extrinsic impetus were absolutely associated with speculative accomplishment (Chowdhury et al., 2007; Archer et al., 1999). In another aspect of achievement motivation that attainment drives were not accompanying with interactive comportment (Deci&

Ryan, 1985). Astuteness was correspondingly originated to have no noteworthy association with accomplishment goalmouths (Vallerand, 2000). A researcher confirmed a momentous affiliation between astuteness and attainment inspiration (Froehlich, 2007). Motivation is correspondingly fluctuates among the progressive echelons for the reason that in the principal few eons of instruction, progenies have fewer choice of their scholastic prospectus, although in elevation of conservatory researchers are delivered with more adoptions. The alteration in choice may be interconnected to impetus because the personages are predisposed by institute variables (Stipek, 2002; Wigfield & Eccles, 2002).

Researchers revealed that there was no noteworthy alteration in attainment impetus of the lads and lassies (Ahmed, 1998). Attainment inspiration flinches to advance throughout the embryonic stage and it endures to progress as progenies emulate comportments that they have erudite, remunerated or strengthened (Ligon, 2006). So, initial proficiencies in juvenile subsidize to attainment drives and are conventional at a fledgling oldness (Russell, 1971). A prototypical was hand-me-down as the hypothetical context for the appliance designated to evaluate attainment impetus (Mandel & Marcus, 1988). Another important aspect in achievement motivation deliberate maternal reassurance was concomitant with inherent impetus of the apprentices (Sunita Sharma, 1998). Some studies exposed those dictatorial nurturing clues to extrinsic impetus, influential child rearing to inherent impetus and negligent nurturing hints to an enthusiasm (Petrick & Kim, 1998; Zimmerman & Martinez, 1990). It was also originated that parent edification had correspondingly constructive association with accomplishment impetus of the apprentices (Wang, 2008; Wilkins, 2009). Similarly, some studies reconnoitered that virtuous excellence of homegrown atmosphere had momentous affirmative affiliation with great level of accomplishment enthusiasm and extraordinary level of speculative attainment (Pandey & Faiz Ahmad, 2007). The socio-economic prestige and edification of the parentages had been originated to effect on speculative attainment and accomplishment enthusiasm of the apprentices (Navarrete et al., 2007).

In the case of learning styles, the attainment slash and dogmatic attentiveness of apprentices imparted over and done with assemblage conversation approach that was ominously developed as paralleled to the apprentices imparted from end to end discourse approach. In the midst of all the instruction approaches, assemblage conversation approach deliberated to be the preeminent stratagem exclusively or in amalgamation with interrogation-riposte approach in case of attainment

in dogmatic discipline (Ainley, 1993). A study exhibited that there was a momentous alteration between attainment impetus of lads and lassies and there was correspondingly a momentous transformation between accomplishment stimulus of countryside and metropolitan apprentices (Martin, 2014). Corpus, McClintic&Hayenga (2009) showed significant and strong direct and indirect effect of motivation on giftedness. Researchers found a constructive and noteworthy relationship within the achievement motivation and the self-learning strategies (Dowson &McInerney, 2003; Murphy & Alexander, 2000). Therefore, it may also sum up subsequently review about the attainment impetus that is a pouring potency that lay undeviating and constructive impact upon the speculative success of the apprentices. Cultured maternities afford affable homegrown atmosphere that heighten apprentices attainment impetus in scholastic expanse. Studies on sexual characteristics in attainment for blokes and ladies have occasioned in erratic discoveries. Particular canvassers have originated no alteration (Ligon, 2006), however others have brought into being transformations (Vermeer, Boekaerts, &Seegers, 2000; Murphy & Alexander, 2000). In instantaneous, the investigation has designated that lads are additional scholastically reasonable than lassies. Particular exploration has advocated that goal alignment diminutions in puberty is directly associated with the inherent and external impetus of an individual. There are explorations that advocate apprentices' familiarity; particular vacillation in attainment impetus from preadolescence to puberty (Ligon, 2006). On the other hand, other investigations recommend that this inclination may flinch to converse as the apprentices become closer to a hypothetical evolution (Crosnoe, 2001; Yeung&McInerney, 2015).A number of researches advocate that lassies are further probable to have developed impetus (Martin, 2014), but additional exploration has originated no sex alterations (Metallidou&Vlachou, 2013). Consequently, more investigations are obligatory to brand an irrefutable proclamation concerning to impetus and sexual characteristics. In summary, there is diminutive exploration on goal alignment and gender characteristics. Maximum inquiries have engrossed on progressive level and goal alignment. For that reason supplementary explorations are obligatory to sort suppositions on goal line alignment associated to gender transformations.

#### **Methodology/Materials**

Descriptive design and survey method were used. Ten private and public universities were selected as part of the study from Islamabad, Pakistan. Sample was taken through multilevel mixed method sampling techniques from target population of public and private university

students of Islamabad. Multilevel mixed method sampling technique was used because it is very common in research examining organizations in which different units of analysis are nested within one another and on the basis of different approaches both random (probability) and convenient (non-probability) sampling techniques were used simultaneously in it (Charles Teddlie and Fen Yu, 2007; Pedder David, Opfer, V. Darleen, McCormick, Robert and Storey, Anne, 2010). 622 male and female university students were selected as the sample regarding the achievement motivation of the students (See Figure.1).

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<b>Islamabad Universities</b>
19 (12 Public + 07 Private)
558405 University Students
<b>Step.1 Random Sampling</b>
<b>10 Islamabad Universities</b>
05 Public + 05 Private
521721 University Students
<b>Step.2 Purposive Sampling</b>
<b>Disciplines (03)</b>
Social Sciences, Management Sciences, Arts & Humanities
<b>Step.3 Convenient Sampling (06)</b>
<b>Education, International Relationship, Business Administration,</b>
<b>Economics, Mass Communication, Media Sciences</b>
<b>Step.4 Convenient Sampling</b>
622 University Students

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**Figure.1** Multilevel Mixed Method Sampling Technique

A standardized research inventory about achievement motivation that contained three dimensions in the form of social, mastery and performance goal lines. It was developed by McInerney in 1997. Each dimension of this research inventory contained five items and there were fifteen items in it. All these three dimensions were collectively used to measure the achievement oriented behavior of the individuals. University students marked over the “5-points Likert Scale” through which their opinions about achievement motivation were easily measured. A Five-point Likert-type scale was used to increase response rate and response quality along with reducing respondents’ “frustration level” (Babakus and Mangold 1992). It was observed that when university students marked “always true” then it means that they showed high degree of achievement oriented behavior and similarly, when university student selected “never true” then it means they showed low degree of goal oriented behavior. Twenty five questionnaires were used for pilot testing before the final data collections of research inventories.

**Table 1: Reliability of the Students' Achievement Motivation**

Variable	N of Items	Cronbach's Alpha
Achievement Motivation	15	.930

In table 1, a research inventory about "achievement motivation" that contained 15 items was found reliable through pilot testing and it was 0.930.

**Table 2: Reliability According to the Goals of Achievement Motivation**

No	Goals of Achievement Motivation	Cronbach's Alpha
1	Social Goals	.823
2.	Mastery Goals	.917
3.	Performance Goals	.853

In table 2, all the elements of Achievement Motivation of the students were included into three dimensions in which social goals were .823; mastery goals which were .917 and performance goals were .853.

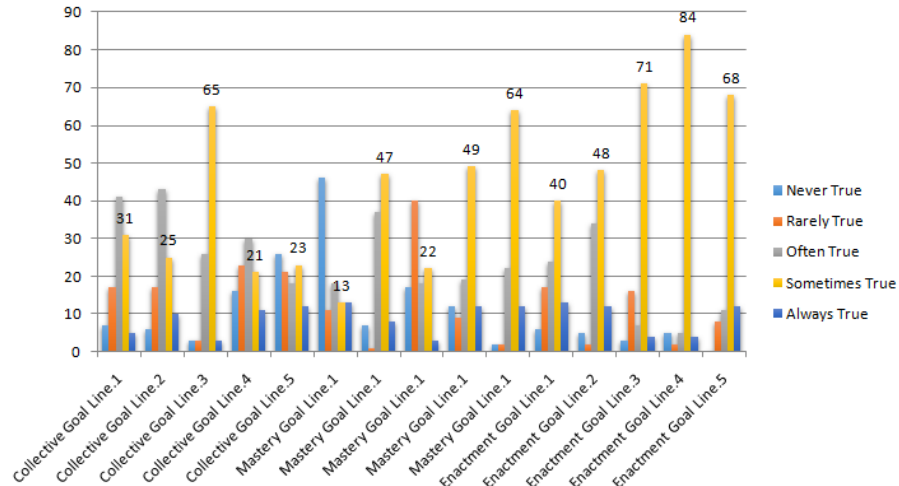
After a proper collection of data, researcher herself organized it thoroughly into the computer. By using SPSS, data were checked and analyzed in following way;

- The students' opinions about achievement motivation were determined through percentage and mean scores.
- Students' opinions about achievement motivation with respect to their demographic factors (gender, public & private sectors, qualification, discipline, Islamabad universities) were measure through t-test and ANOVA.

### **Results and Findings**

#### **Descriptive Measurements of Achievement Motivation of Students**

It was used to determine the respondents' contribution; the opinions of students regarding achievement motivation in the forms of rate of recurrence and proportion.



Graph.1: Students' Responses towards Achievement Motivation

This graph 1 shows that student mostly showed high level of achievement motivation when they helping others (65%); confident in doing their university work (64%); praised (71%); doing better than others (84) and in-charge of a group (68%).

**Table 3: Means of Achievement Motivation of Students**

Sr. No	Variables	Means
1	Social Goals	3.1
2	Mastery Goals	3.1
3	Performance Goals	3.7
	Achievement Motivation of Students	3.3

Table shows the means the sub-scales of achievement motivation of the students. Students often shows high degree of achievement motivation which was 3.3, especially in the case of social goals which 3.1; mastery goals which was 3.1 and performance goals which was 3.7.

**Table 4: Normality test (N=622)**

Achievement Motivation of Students	Students' Demographic Factors	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
		Male	.208	386	.000	.822	386
Female	.206	236	.000	.827	236	.000	
Public	.199	288	.000	.849	288	.000	
Private	.159	334	.000	.823	334	.000	
BS/Master	.200	268	.000	.821	268	.000	
MPhil	.238	196	.000	.801	196	.000	
PhD	.194	158	.000	.843	158	.000	

**Global Development in Humanities, Education and Civilization (GDHEC 2017)**

Social Sciences	.177	198	.000	.863	198	.000
Arts and Humanities	.172	268	.000	.815	268	.000
Management Sciences	.214	156	.000	.812	156	.000
National University of Modern Languages	.232	60	.000	.838	60	.000
AllamaIqbal Open University	.180	60	.000	.780	60	.000
Bahria University	.218	64	.000	.776	64	.000
COMSAT Institute of Information Technology	.210	82	.000	.825	82	.000
International Islamic University Foundation	.146	60	.003	.912	60	.000
University	.178	60	.000	.946	60	.010
Iqra University	.155	80	.000	.931	80	.000
Greenwich University	.197	38	.001	.702	38	.000
Riphah International University	.111	60	.065	.972	60	.191
Mohi-ud- Din Islamic University	.357	56	.000	.703	56	.000

a. Lilliefors Significance Correction

Table 4 shows normality test in which Kolmogorov-Smirnov test shows that student's data regarding achievement motivation on the basis of demographic factors (gender, sectors, qualification and Islamabad universities) was normally distributed.

**Table 5: Difference between Male & Female Students' Achievement Motivations on the basis of Gender & Sectors**

Variable	Gender	N	Mean	SD	df	t-value	Sig.
Achievement Motivation	Male	386	49.3161	9.47742	618	-1.022	.308
	Female	236	50.4492	9.50447			
	Public	288	50.1111	10.8815	618	4.190	.000
	Private	334	47.7066	7.55567			

Level of Significance: 0.05

The mean of male i.e. 49.3161 is low than the mean of female students i.e. 50.4492 and the difference in means was not significant. The mean of public i.e. 50.1111 is greater than the mean of private students i.e. 47.7066 and the difference in means was significant.

**Table 6: ANOVA for Different Qualification, Discipline & Islamabad Universities regarding Achievement Motivation**

Students' Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups of Qualification	629.980	2	314.990	3.533	.030
Within Groups of Qualification	55187.885	619	89.157		
Between Groups of Discipline	1967.852	2	983.926	11.310	.000
Within Groups of Disciplines	53850.013	619	86.995		
Between Groups of Universities	18312.196	10	1831.220	29.832	.000
Within Groups of Universities	37505.669	611	61.384		

Significance level: 0.05

Table.6 shows the mean difference between the qualification groups which was 314.990 and within the qualification groups which was 89.157 in the case of achievement motivation of students at university level. Therefore, there is significant difference between and within the qualification groups about the achievement motivation of the students ( $P=.030$ ). This table also shows the mean difference between the discipline groups which was 983.926 and within the discipline groups which was 86.995 in the case of achievement motivation of the students. Therefore, that there is significant difference between and within the discipline groups about the achievement motivation of the students at university level ( $P<.000$ ). Table also shows the mean difference between the university groups which was 1831.220 and within the university groups which was 61.384 in the case of achievement motivation of students. Therefore, there is significant difference between and within the university groups about the achievement motivation of students at university level ( $P<.000$ ).

#### **Discussion & Conclusion**

Major findings of this study were explained as that students often showed high degree of achievement motivation at university level because descriptive statistics of this study showed that when student helped others, praised, feel confidence in doing their university work, doing better than others and in-charge of a group then they showed high degree of achievement motivation. This outcome was supported through the findings of Dowson &McInerney (2001), Pintrich, (2000), McInerney& Marsh, (1997) and Dowson, Barker &McInerney (2003)



who found that achievement motivation is a drive to excel in learning tasks and the pursuit aim oriented compartments in the forms of their collective interaction, mastery over the subject and displaying excellent performance within the assigned task of study. It would also helpful in realization oriented behavior and also enhanced through pleasing others. It may enhance students' conceptions about themselves and through praise, helping and pleasing others enhanced their goal oriented behavior at university level.

Another major finding regarding the mean differences about the achievement motivation of the students on the basis of their gender, public and private organization, academic qualification, disciplines and universities of Islamabad were discussed as that there was no significant mean difference in achievement motivation of the students on the basis of their gender because the mean differences were not statistically significant at 0.05 level of confidence. The reason of acceptance was that students professed themselves to be experienced and premeditated in utmost educational territories. Both male and female students together regarded their belief usages and performance correspondingly in educational dominions. This result was supported by the work of Jacobs, Lanza, Osgood, Eccles and Wigfield (2000) found no gender difference in self-perceptions of achievement oriented behavior; Skaalvik & Rankin (1990) determined no gender alteration in educational self-esteem; Leondari and Gonida (2007) found no any gender transformation in the case of goal orientation and similarly Wilkin and Kupermine (2010) and Ahmed (1998) revealed that there was not noteworthy alteration in the attitude of lads and lassies about accomplishment oriented enthusiasm. Similarly, the mean differences of students regarding achievement motivation on the basis of their public and private organization, qualification, disciplines and universities of Islamabad were significant because it was observed that the category of organizational atmosphere have a fabulous impression on the achievement motivation of the students. This finding was supported through the work of Houtte (2004) and Igon (2006) who heighten students' achievement motivation in educational context. Similarly, Crosnoe (2001); Yeung & McInerney (2005), Martin (2004); Vermeer, Boekaert & Seegers (2000); Dowson & McInerney (2001); Stipek (2002); Wilkin & Kupermine (2010) found significant effect of students' disciplines and environment of the organization on their achievement motivation at university level.

**Conclusion**

On the basis of research questions, following conclusions have been revealed;

1. Students generally expressed high degree of achievement motivation at university level.
2. There were no significant mean differences in gender and academic qualification of university students while there were significant mean differences in public & private organization, disciplines and universities of students regarding achievement motivation.

**Recommendations**

On the basis of conclusions, following recommendations have been revealed;

1. Mastery learning approaches like project formation and thematic works and role-playing may be used by the teachers in the classroom to enhance the mastery goals and social goals among the students at university level.
2. Mixed method may be used which would help to get more accurate picture of the attitude of participants regarding achievement motivation at university level.
3. Other demographic variables such as rural/urban area, marital status, family background, parental education for students may be added in future studies regarding achievement motivation of the students.

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