

EFFECT OF ACHIEVEMENT MOTIVATION ON SATISFACTION AND ACADEMIC PERFORMANCE OF STUDENTS

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ABSTRACT

The academic performance of the students is a foremost concern for the development of the educational institutions. This objective can be achieved through the achievement of motivation and satisfaction of the students. The aim of this research was to examine the effectiveness of achievement motivation on satisfaction and academic performance of students. The study population was students, and 296 respondents were selected from public secondary schools from Bahawalnagar by applying convenience sampling technique. A self-administered instrument was developed to collect the data by administering survey method. SPSS was computed to analyze the research objectives. The findings indicated that achievement motivation had been seen significantly correlated with achievement motivation and academic performance. Whereas there was more positive relationship of achievement motivation with academic performance than students' satisfaction. Furthermore, there was a more positive effect of achievement motivation on academic performance as compared to students' satisfaction. This research is beneficial for the development of the learning process by adopting various strategies

Keywords: Achievement Motivation, Satisfaction, Performance

INTRODUCTION

The academic performance of the acts an essential factor for the growth of the educational institutions. Further, satisfaction is related to the inner feeling after fulfilling the suggested objectives through professional activities. The purpose of this educational institutions is to give the effective learning environment so that the pupils feel satisfaction for the development of academic performance of the pupils (Dong & Lucey, 2013; Anra & Yamin, 2017). In the modern era education is an important stage to commit the pupils with academic competencies and make them able to execute the socio-economic growth of the country. Academic performance is defined as the positive outcome after completion of the specific learning task successfully according to the organizational setting certain standards (Martirosyan et al., 2014; Butt et al., 2022).

Achievement motivation is the best tool to involve the pupils in various activities for the development of learning process. Moreover, Accomplishment inspiration is a subjective and inner spiritual ambition, allowing persons to follow work they observe to be appreciated and encouraging them to be close to their objectives (Martirosyan, Saxon, & Wanjohi, 2014). The motivation derived from the Latin word "Movere" that means move. So, motivation is a drive of inner and external actions of an individual and provides the right direction to perform the specific tasks for the completion of organizational objectives. It gives the reason to activate the individuals towards professional activities (Beqiri et al., 2010).

Moreover, achievement motivation is a particular and inner psychological drive, empowering individuals to pursue work they perceive to be valuable and prompting them to reach their goal

(Erdoğan 2013). Additionally, due to motivation the pupils keenly eager to engage purely in various learning activities thus, they show extra passionate, self-driven, stimulating and feel desire in their trainings, and place slight efforts to achieve maximum appreciations. when pupils were met with varied rational objectives, those with correct track used more reasonable data and policies than did pupils who were motivated ((Heiman, 2008).

Therefore, achievement motivation changes the behavior and mindset of the pupils for achieving the fundamental goals. Due to positive attitude the pupils make themselves able to produce the desire outcome which is the predictor of their satisfaction and academic performance (Bryant, 2009). It has been suggested that the desired academic performance of the pupils is impossible without giving them satisfaction and motivation. Therefore, motivation is a drive which helps the pupils to achieve the highest grades (Awan et al, 2011).

The earlier researcher opinion that the motivation of the pupils has a positive contribution for the enhancement of academic performance. It has been realized that the motivation pupils feel satisfaction being a part of the education institutions and make their enthusiastic efforts for the enhancement of academic performance. Thus, the educational performance of the pupils builds the image of the organizations that proved fruitful (Beqiri et al., 2010).

Research Objectives

1. To find out the relationship between achievement motivation and students' satisfaction.
2. To investigate the relationship between achievement motivation and academic performance of the students.
3. To identify the effect of achievement motivation on students' satisfaction.
4. To examine the effect of achievement motivation on academic performance of the students.

Literature Review

The academic performance of the pupils is a crucial debate because they enter professional life after completing their education. Therefore, the educationists emphasized that the positive

attitude of the pupils helps them to get the maximum grades in the examination (Moula, 2010). The tutor's involvement in various activities performed by the pupils provides motivation at working place. It is considered that the pupil's success is a tutor's success which direct impact on the organizational development and make the broad image in the society. The academic performance of the graduates is the best source to target the market for increasing the number of pupils and minimize the dropout ratio (Dong & Lucey, 2013). Motivation is a psychological factor to urge the individuals to do some activities for the completion of desire outcome. In the education sector the academic performance of the pupils is essential for the growth of the institution and actual growth of the socio-economic growth of the country. Therefore, tutors, higher authorities and society also contribute to render the capabilities to the pupils to make them successful members in future (Trites, 2012).

It has been realized that motivated pupils do their best for the enhancement of academic performance. Thus, the institutions give an effective learning environment to motivate the pupils for organizational growth. The management provides the basic facilities to the pupils to motivation for the accomplishment of institutional successfully. So, the motivation for achievement is an important tool to develop the academic performance of graduates (Elliott & Healy, 2001). Past researchers also stated that they found a significant relationship of achievement motivation with academic performance. The motivation factors help the pupils to target specific objectives. The parents and school community focused on the basic needs of the pupils so that the setting objectives can be achieved successfully. The motivation also provides the real sense to get the benefits through better performing the curricular and co-curricular activities. It provides the energetic feeling to do a specific task with efficiency (Witowski, 2008). Moreover, the financial assistant is a major tool to motivate the pupils and for the educational organizations to meet the standards and provide the basic facilities according to the needs. Therefore, the strategy to increase the number of pupils is an important factor for the economic enhancement of the institution. Due to the

sufficient finance the organizations appoint professional individuals for the development of capabilities of the learners. The tutors, parents and higher authorities keenly focused on the fulfill needs of the pupils for getting the setting objectives (Furrer & Skinner, 2003). At this level the pupils strongly need motivation therefore, quality education provides them with confidence for getting a good job in future. The educationally skillful staff do their best for the growth of academic capabilities of the pupils in real sense and encourage them to perform the learning activities with confidence. Subsequently, among all the factors the achievement motivation is one of the best tools to accelerate the academic performance of the pupils (Billups, 2008; Aman, 2009).

Previous studies investigated that the achievement motivation is essential factors for the development of the academic performance of the graduates. Education institutions do various activities to motivate the pupils for the enhancement of their academic abilities. Besides, the satisfaction of the individuals is a major factor in performing the various academic activities. It has been concluded that the satisfied individuals do well as compared to unsatisfied. Therefore, motivation is a precious factor in the growth of satisfaction level of the pupils in this context (Witowski, 2008).

The motivation factors change the behavior of the pupils to participate in different learning activities for achieving the setting objectives. Therefore, satisfaction helps them to get maximum grades in academia. The positive communication between the tutor and learner enhances the capabilities of the pupils. The tutor is considered as a role model and pupils copy the actions and behavior of their tutors. The tutors change the behavior and mindset of the learners and urge them to willingly focus on the curricular and co-curricular activities (Gestinde, 2000). The internal and external factors of motivation influenced on the inner feeling and satisfaction of the pupils such as self-determination, challenges and efforts relate to the internal factors while, rewards and punishment revealed to the external

factors (Wormington et al., 2011). Tutor helps and guide the pupils and provide them confidence to perform various academic activities which enhance the satisfaction after completion the tasks and got the desire outcome (Tella, 2007). Moreover, there are some factors behind this which enhance the satisfaction level of the graduates and produce the maximum achievements (Asaduzzaman et al., 2013). The previous literature, achievement motivation is a particular and inner psychological drive, empowering individuals to assist them in achieving their goal. The motivated pupils have the abilities due to self-determination to face the challenges and promote the learning environment that is essential cause for the growth of pupils' satisfaction and academic achievement ((Martin, 2009). Additionally, due to motivation the pupils keenly eager to engage purely in various learning activities thus, they show more passionate, inspiring and, place less struggle to gain great gratitude. It inclines to exploit the planning to do more struggle for the to process the data more intensively when pupils were faced various obstacles regarding tasks performance, performed well than that of those who were just motivated (Banks & Faul, 2007; Heiman, 2008).

Research Methodology

Quotative and correlational research design was applied in this study. The population included all public secondary school students from Bahawalnagar and 296 respondents were selected as sample of this study through convenience sampling technique. Self-administered questionnaire was used for collection data through survey method by applying five points Likert scale 1. SDA to 5. SA was utilized to get information from participants. Cronbach's Alpha Coefficient was applied to analyze the reliability of instrument which was greater than 0.7 (Nunnally 1978) and content and face validity was measured with the help of some experts. The analysis of the study objectives descriptive (M, SD) and inferential statistics (Pearson Correlation and Multiple Regression Analysis) was administered.

Data Analysis

Table 1. Descriptive analysis

Variables	M	SD
Behavior	3.23	.97
Thoughts	3.42	.95
Achievement Motivation	3.35	.96
Teaching	3.22	.98
Assessment	3.65	.96
Academic	3.54	.99
Students' Satisfaction	3.47	.97
Interactive activities	3.57	.94
Social activities	3.41	1.02
Resourcefulness	3.60	.95
Academic Performance	3.32	.97

To evaluate the perception of respondents about study variables achievement motivation. Results indicated that overall mean of achievement

motivation was 3.35, students' satisfaction 3.47 and academic performance 3.32. It means the respondents agreed about study variables.

Table 2. Pearson Correlation

Variables	1	2	3
Behavior	1		
Thoughts	.361(**)	1	
Students' satisfaction	.383(**)	.362(**)	1
Variables	1	2	
Achievement motivation	1		
Students' satisfaction	.371(**)	1	

Level of Significance < .05

To assess the relationship between achievement motivation and pupils' satisfaction. The findings

showed a moderate correlation of dimensions behavior and thoughts with r score of .383, .362 respectively and overall r= .371.

Table 3. Pearson Correlation

Variables	1	2	3
Behavior	1		
Thoughts	.389(**)	1	
Academic performance	.369(**)	.354(**)	1
Variables	1	2	
Achievement motivation	1		
Academic performance	.379(**)	1	

Level of Significance < .05

To assess the relationship between achievement motivation and academic performance. The findings showed a moderate correlation of

dimensions behavior and thoughts with r score of .369, .354 respectively and overall r= .379.

Table 4. Multiple Regression Analysis

DV	Constructs	St. Err	Beta	t	Sig
Students' satisfaction	Behavior	.032	.287	8.93	.00*
	Thoughts	.047	.371	7.77	.00*
	Achievement Motivation	.329	8.35	.00*	.040

Dependent Variable: ST

To examine the effect of achievement motivation on achievement motivation. The results showed a moderate effect of the factors behavior and

thoughts on achievement motivation with beta value of .287 and .371 respectively and overall, .329.

Table 5. Multiple Regression Analysis

DV	Constructs	St. Err	Beta	t	Sig
Students' satisfaction	Behavior	.039	.352	9.13	.00*
	Thoughts	.050	.422	8.44	.00*
	Academic Performance	.044	.387	8.78	.00*

Dependent Variable: AP

To identify the effect of achievement motivation on academic performance. The results showed a moderate effect of the factors behavior and thoughts on academic performance with beta value of .352 and .422 respectively and overall, .387.

who endorse active practices at school to enhance the standards of institutions and administration. The results of the study will drive pupils' inclination to align with the learning process as well as their attention and contribution. Achievement motivation also has a positive effect in increasing the satisfaction level of pupils. Pupils' lack of motivation to learn during classroom activities could have a negative effect on learning. Finally, the study will help pupils to grow their potential in adapting to diverse learning situations.

Conclusions

It concluded the respondents agreed about the variables of the research study, achievement motivation, students' satisfaction and academic performance. Moreover, achievement motivation had been seen significantly correlated with achievement motivation and academic performance. Whereas there was more positive relationship of achievement motivation with academic performance than students' satisfaction. Furthermore, there was a more positive effect of achievement motivation on academic performance as compared to students' satisfaction.

On the behalf of the results, it is recommended that the achievement motivation acts pious act in the growth of pupil satisfaction and academic performance. Secondary education is an important stage to develop the learning abilities of the pupils which can be useful in future practical life. So, it is essential to stress the academic performance of the pupils. The professional teaching faculty plays a vital role for the enhancement of the learning process. The results of this research will be fruitful for all educational staff, tutors and educational leaders within the institution management. On the behalf of the findings this research may be recommended further investigated in the other Areas in future. Further, the satisfaction and academic performance of the pupils should be determined with other indicators which improve the academic capabilities of the learners.

Discussion and Recommendations

This research provides awareness to the tutors, how teaching is effective for the pupils' performance. The purpose of this research is to increase the pupils' satisfaction and academic performance. The study has a positive literature review to know about the various features connected to study variables. This study is fruitful for those who are interested in the same field. The research will also assist the professional teachers

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