

Research Paper

A Study of Achievement Motivation in Relation to Academic Achievement at Secondary School Level

Dr. Sanobar Parveen^{1*}, Prof. Poonam Chauhan²

ABSTRACT

Achievement motivation is the urge for excellence and great success. Since academic achievement motivation has been identified as a potent predictor of academic accomplishment, several researches have been done to explore this relationship. The primary goal of this investigation was to determine the connection between academic achievement at the secondary school level and achievement motivation. A sample of 206 students in secondary schools was chosen with assistance simple random sampling method. Present study has three objectives as: 1. To find out the achievement motivation's level among secondary school students. 2 To study the correlation between achievement motivation and academic achievement among secondary school students. 3. To study the difference in the level of achievement motivation with respect to gender. The data were gathered using the achievement motivation scale (n-ach), which was created by Dr. Asha Mohan and Prof. Pratibha Deo in (1885). The results of this study showed that secondary school students had a moderate degree of success motivation. A strong positive correlation between academic achievement and achievement motivation was also found. Additionally, it was shown that female secondary school pupils were more motivated to accomplish than their male counterparts. The study would be helpful for students, teachers and parents. Achievement of students will be increased by motivating the students at secondary school level.

Keywords: *Academic Achievement, Achievement Motivation and Secondary School*

Today education is considered as most important aspect of life, without it our life not as much effective as it become after getting education. It develops among us a sense of ethics and make us aware about our rights and duties. There are three ways of educating, as formal, non-formal and informal. Formal education or learning often takes place on a school's grounds, where students might pick up fundamental knowledge or specific academic or vocational skills.

Informal education is not preplanned or intentional. It is not based on any particular teaching method and can be given any-where like home, in hotel, or at market.

¹Assistant Professor, Aligarh College of Education, Chherat, Aligarh (202122) U.P.

²Professor, Department of Education, Aligarh Muslim University, Aligarh (202002).

*Corresponding Author

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Non-formal education is defined as education that occurs outside of the established school system. Sometimes the terms non-formal education and community education are used interchangeably, as well as adult education, lifelong learning, and second-chance education. All the three ways of educating a man have their own importance because in any way we learn many things. But when we learn through a system and interact with different experienced people, we also get experiences. This education takes place in formal system of education. Indian education system has always been mattering of concern because it has always been surrounded by different problems like lack of infrastructure, increase in dropout rate, lack of experienced teachers, lack of proper guidance, lack of motivation among students etc. various studies have been conducted to find out the factors which are responsible for all such problems. Achievement of students in schools also responsible for proper education. When students fail to get good achievement, they get depressed, feeling of inferiority developed among them and sometime they give-up from education and turn towards other business which is ultimately not good for our country. This study has been conducted to investigate how achievement motivation affect our achievement at secondary school level. Secondary schools were considered important here because this stage of education plays very important role through-out the student's life. Achievement motivation was taken as another variable because it is motivation which provoke the obsession among students to achieve better in life.

Motivation is described as the power responsible for arousing, choosing, directing, and maintaining desired conduct. It is a motivation that pushes someone to do action in the direction of a common objective. Understanding motivation for achievement involves evaluating what "Achievement" and "Motivation" imply. Achievement emphasizes the value of success and achievement with work (Mandel and Marcus 1988), as well as success or competency in a particular skill or body of information. According to Graham and Weiner (1996), motivation is the rationale for an individual's participation in an activity, as well as the intensity and perseverance with which the individual pursues it.

Achievement The foundation of a happy life is motivation. The desire for achievement, or N-arch, is the shorthand for it. It describes the actions of a person who aspires to achieve something and gives it his all to outperform others in a given performance. Henry Murray proposed the idea of motivation for achievement. He lists 20 basic human wants or motivations, including desire for achievement. According to Murray (1938), the desire or propensity to "overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly as possible" is what is meant by the drive for achievement.

The term "achievement" describes the level of success attained in a broad or narrow subject. The ability to apply information in later circumstances comes from knowledge gain Kleinginna and Kleinginna (1981) defined motivation as an internal condition or circumstance (also known as a need, want, or want) that aids in energizing or activating conduct and providing it with direction.

Motivation for achievement is a crucial component of one's personality. By McClelland (1985), the idea of motivation for accomplishment was first introduced. He defined it as the degree to which students' desires to get benefits like other people's appreciation, physical fulfilment, and feelings of personal mastery vary among them.

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In order to succeed, a person with achievement motivation keeps himself active. A nation's development is also influenced by its citizens' desire for success, which in turn contributes to economic progress. Since everyone wants to succeed in today's competitive environment, achievement motivation has become increasingly important. Theories on the basic mechanisms behind achievement motivation range from cognitive theories, which emphasize individual personality traits and responses to task difficulty, to more social ideas, which stress the impact of parenting on the development of achievement motivation. Although the theoretical underpinnings of these methods to researching accomplishment motivation differ, each one sees achievement motivation a procedure that happens at the level of individual. Achievement motivation can be characterized as a dynamic, multifaceted entity by other academics. According to Dweck and Leggett's goal-centered theory, which they first put forward in 1988, various motivational styles for achieving objectives might take diverse forms. Mastery objectives involve acquiring new abilities, getting better at a certain task, and looking for intrinsic rewards. The best definition of achievement motivation relevant to the current study is provided by Mehta (1999), who states that it is "the inclination of an individual to be concerned with, to plan, and to endeavor for the successful acquisition of some standard of excellence circumstances where his/her performance has to be appraised positively or negatively." In this age of achievement racing, an educational system should foster a sense of competitiveness and excellence among teenagers. Every person in this situation has an innate desire to excel academically and position himself as the victor of the achievement race. The achievement of a child's greater academic performance is prioritized by both parents and society, and those who succeed in it will receive significant acclaim. Generally speaking, every member of society has the innate potential to succeed.

Academic Achievement

Academic achievement is the term used to describe the results that students achieve in the classroom that demonstrate how successfully they have completed their learning objectives. Achieving scholastic milestones like a bachelor's degree can be viewed as academic achievement. Academic achievement is usually evaluated through exams or continual assessments.

Academic success refers to the extent to which a student or institution has attained short- or long-term educational goals. Graduation rates may be used to measure an institution's performance, whereas grade point averages can be used to measure a student's accomplishment.

REVIEW RELATED LITERATURE

Kumar and Yadav (2015) investigated the achievement motivation of the 100 senior secondary students in relation to the kind of school and gender. According to the study, achievement motivation was much greater among female and private senior secondary school students than among male and government senior secondary school students.

Maheswari and Aruna (2016) looked for gender-specific differences in school students' achievement motivation. 128 school kids made up the achievement motivation. The study's findings showed that female students had higher levels of achievement motivation than their male counterparts.

Bharanbe (2016) pupils at public and private secondary schools were studied for their achievement motivation. 120 secondary school students participated in the study. Data were

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gathered using the Achievement Motivation Scale developed by Bhargava in (1994). According to the study, children at private schools had a much higher level of achievement motivation than students in public schools.

Mahato and Barman (2019) The academic achievement motivation of SC and ST Community students in the Purulia district was examined, as well as the relationship between academic achievement motivation and academic performance. The results of the current study showed that community students from SC and ST had a modest degree of achievement motivation. Additionally, there is a substantial correlation between SC and ST community pupils in the Purulia district's academic performance and achievement motivation. In the Purulia district, SC students score much higher than ST students on the Academic Achievement Motivation scale (176.22 vs. 173.26), although this difference is not statistically significant.

Ernita et al (2021) examined the impact of the laboratory-based inquiry learning methodology on students' achievement motivation in physics. According to the study's findings, both children with high and low levels of achievement motivation exhibit the same degree of academic success;

Objectives of the Study

1. To find out the achievement motivation's level among secondary school students.
2. To study the correlation between achievement motivation and academic achievement among secondary school students.
3. To study the difference in the level of achievement motivation with respect to gender.

Hypothesis

- **H₁1.** The secondary school students will differ with regard to the achievement motivation's level.
- **H₀2.** There is no significant link of achievement motivation with academic achievement.
- **H₀3.** There is no significant difference in the level of achievement motivation with respect to gender.

METHOD AND PROCEDURE

This study was conducted on a sample of 206 students in secondary schools was chosen with assistance simple random sampling method. Out of 206 students, 102 were female and 104 male students. All selected students were tested for achievement motivation by using the achievement motivation scale (n-ach) was created by Dr. Asha Mohan and Prof. Pratibha Deo. Achievement motivation result was divided into 3 grades as high, average and low Achievement motivation. Data of the study was analyzed by using SPSS version 25.

Delimitations of the Study

1. This investigation is confined to the sample of 206 secondary school students only.
2. This study is confined to Aligarh district of Uttar Pradesh only.
3. This study is restricted to the variables as achievement motivation and gender only.

ANALYSIS AND INTERPRETATION

1. To study the achievement motivation's level of secondary school students.

- In order to achieve objective 1, the hypothesis H_1 was framed and subjected to empirical verification and it is stated as
- H_1 . The secondary school students will differ with regard to the achievement motivation's level.
- In order to verify hypothesis, H_1 the achievement motivation score obtained on achievement motivation scale by secondary students were calculated and two types of analysis were done.
 - Percentage analysis has been used to categorize the secondary school students.
 - Graphical representation of the percentage of secondary school students in each category was done.

The percentage of students under different categories of achievement motivation is presented in table 1.

Table 1: Percentage-wise distribution of secondary students on achievement motivation score (total sample).

Interpretation	No. of students	Percentage of students
High achievement motivation	52	25.2%
Average achievement motivation	101	49.0%
Low achievement motivation	53	25.7%

Interpretation

Table 1 shows that out of 206 secondary school students, 52 (25.2%) fall under the category of students who are high in achievement motivation, 101 students(49%) fall under the category of students who are average in achievement motivation and 53 (25.7%) fall under the category of students who are low in achievement motivation Therefore, it is safely inferred that secondary school students differ with regard to their achievement motivation.

Venkataraman & Manivannan (2018) also revealed the same results that majority of students had moderate level of achievement motivation.

In order to get a better idea of the percentage-wise distribution of secondary school students on achievement motivation score, it is represented in the form of a bar diagram. Fig. 1 shows the percentage-wise distribution of secondary school students on achievement motivation score.

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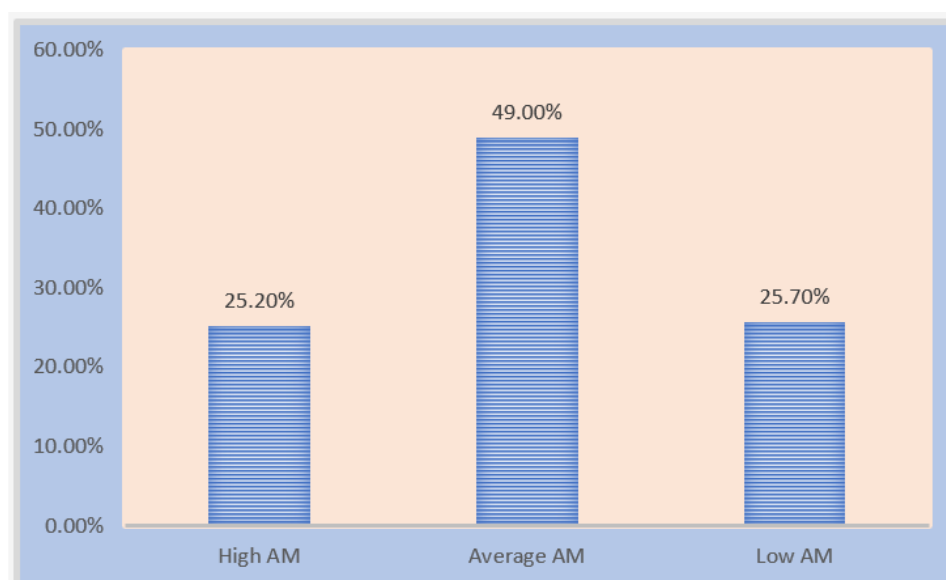


Figure: 1: Percentage wise distribution of secondary school students on achievement motivation score.

2. To study the correlation between achievement motivation and academic achievement among secondary school students.

- In order to achieve this objective, the null hypothesis H_02 is framed and subjected to empirical verification. The hypothesis stated that
- **H_02 .** There is no significant correlation between achievement motivation and academic achievement among secondary school students.
- In order to verify H_02 , the Pearson correlation has been used. The correlation coefficient for achievement motivation and academic achievement is given in table 2.

Table 2: Correlation between achievement motivation and academic achievement.

Variables	Mean	SD	N	Pearson correlation coefficient
Achievement motivation	136.55	21.64	206	0.329**
Academic achievement	79.71	9.67		

Interpretation

Table 2 shows a substantial correlation between secondary school pupils' academic achievement and achievement motivation, $r(206) = 0.329$. The value of correlation coefficient reveals that there exists a significant positive linear relationship between the two variables, which is significant at 0.01 level. Therefore, the hypothesis H_02 , "There is no significant correlation between achievement motivation and academic achievement among secondary school students." was rejected at .01 level. Hence on the basis of results of correlation, it can be safely inferred that achievement motivation affects the academic achievement of secondary school students.

Studies done by Karuiki and Wilson (2002), Yusuf (2011), Kaur (2013), and Roy (2015) supported the present study by showing positive significant relationship of achievement motivation with academic achievement.

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Objective 3. To study the difference in the level of achievement motivation with respect to gender

- In order to achieve this objective, the null hypothesis H_03 is framed and subjected to empirical verification. The hypothesis stated that
- H_03 . There is no significant difference in achievement motivation with respect to gender.
- In order to verify H_03 , t-test has been used. The difference among male and female secondary school students is given in table 3.

Table 3. Shows the difference in achievement motivation among male and female secondary school students.

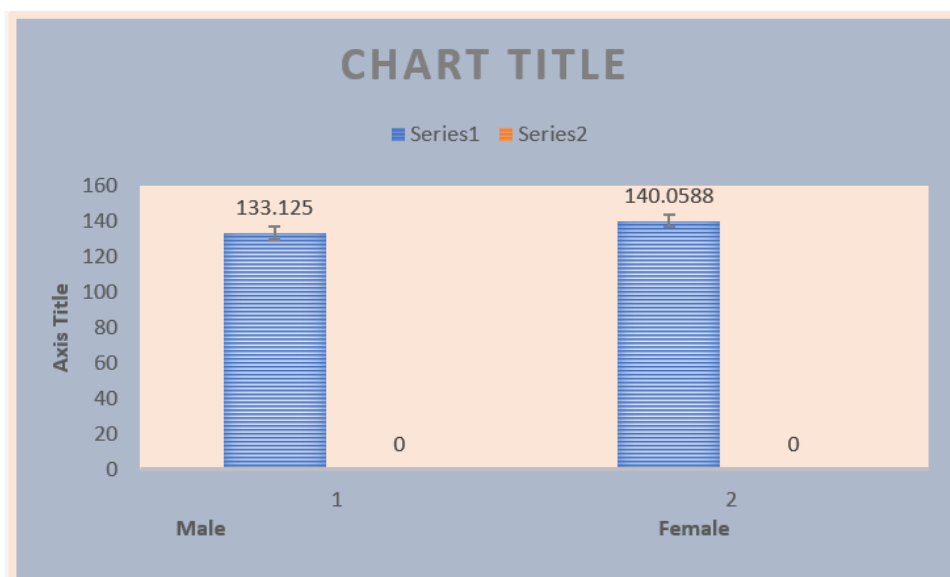
Variable	Gender	N	Mean	SD	t-value	p-value	Result
achievement motivation	Male	104	133.1250	20.16374	-2.323	.021	sig.
	Female	102	140.0588	22.62296			

Interpretation

According to Table No. 3, there is a statistically significant gender difference in the achievement motivation of secondary school students, $t(206) = -2.323$, $p = .021$. The mean score of male students (mean=133.1250 and SD =20.16374) is found to differ significantly to the female students (mean =140.0588 and SD=22.62296). Thus, the hypothesis, “There is no significant difference in achievement motivation of secondary school students with respect to gender” is rejected at .05 level. This implies that male and female students at the secondary school stage are having a significant difference in achievement motivation. Furthermore, female secondary school students were higher in achievement motivation than their male counterparts.

Devakumar, M (2018) also investigated the study and observed a substantial difference in the achievement motivation scores of the males and girls, with the girls scoring higher.

Figure 2: comparison of achievement motivation among secondary school students with regard to gender.



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Findings of the Study

1 Findings related to achievement motivation's level among secondary school students.

The majority of secondary school students fall into the category of those who are having moderate level achievement motivation.

2. findings on the connection between secondary school student's academic achievement and their achievement motivation.

Academic achievement of secondary school students and achievement motivation have a substantial positive linear link.

Academic achievement and achievement motivation had a Pearson correlation coefficient of 0.329.

3. Conclusions on how achievement motivation varies by gender among secondary level students.

Male and female secondary school students' achievement motivation for achievement was compared using the t-test. important discoveries are:

The achievement motivation of secondary school pupils who are male and female differs dramatically because female students are more motivated to succeed than their male counterparts.

Educational Implications

The following implication may be drawn in light of the findings;

- Achievement motivation is required for psychologists, counsellors, and educators to work with focus, passion, and zeal in order to instruct parents and help them better understand how to prepare their children for success in school. Programs must to be run in a way that values incentive for achievement motivation, and curriculums ought to include activities related to motivation for achievement.
- Weekly motivating programs should be well prepared and arranged for both men and women. Students shouldn't experience unfair treatment. The students should have complete flexibility to provide their thoughts and recommendations.
- The academic activities must to be organized in a way that inspires the students to pursue their studies and to excel.
- Every day, inspirational sayings ought to be posted on the boards. The scheduling of inspiring talks by influential people should be arranged.
- Teachers can inspire pupils in the classroom by awarding awards based on written and oral exams.

CONCLUSION

The environment has a significant impact on how quickly people grow and develop as people and how quickly society advances overall. A country with a vision for the future needs active, intellectual citizens and must foster an atmosphere that is motivational, encouraging and supportive at home, in the classroom, and across society. As a result, it is the noble duty and accountability of everyone who cares about education, whether directly or indirectly, as well as the provision of children with sufficient opportunities for their full motivational and creative expression, which will ultimately lead to better academic achievement.

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Conflict of Interest

The author(s) declared no conflict of interest.

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