

The Association of Achievement Motivation and Student's Academic Resilience

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Abstract

The purpose of this study was to analyze the relationship of achievement motivation with academic resilience. The population of the study was 9000 students at the University of Malakand. The sample was drawn from three academic faculties i.e. Faculty of Sciences (4 departments), Faculty of Social Sciences (3 departments), and Faculty of Arts and Humanities (3 departments). A proportionate number of students was selected through simple random sampling technique. A sample of 400 students were taken from 10 different teaching departments. Two instruments were used for data collection. The first instrument was achievement motivation scale, consisting of 27 items. The second instrument was of 27 items, and these instruments was managed through the Likert scale. Data was analyzed through SPSS. Inferential statistics, i.e. frequencies, mean, median, descriptive and correlation between two variables i.e. achievement motivation, and academic resilience was measured. The study found moderate level of positive correlation between achievement motivation and academic resilience. Null hypothesis H_0 was rejected, and alternative hypothesis accepted with Pearson correlation with the value of 0.68 which showed moderate positive correlation.

Keywords: Achievement Motivation, Student's Academic Resilience, Association, University of Malakand.

Introduction

Achievement motivation is the drive or desire to accomplish specific goals, excel in one's endeavors, and strive for success. It involves setting challenging goals, demonstrating persistence in the face of setbacks, and engaging in activities with a strong focus on accomplishment (McClelland, 1953) The concept of achievement motivation has been extensively studied in the fields of psychology and education, with research dating back to the pioneering work of David McClelland in the 1950s.

One of the most widely used definition of academic resilience is the success of a student within educational setting and accomplishing goals in spite of setback and crises. It could be a person trait, a condition or experience to go through adversities (Wang et al., 1994, p. 46). Whereas success is measured in educational settings through cognition, emotion and behavior. Setbacks and adversity are taken as risk factor within a school but there could be risk of abuse, dropout, poverty,

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home alone, single parent kid, as equally important to measure. The researcher raised a question whether a student have more risk factor would be resilient or a student have few risk factors in life a debatable concept for educationists (Waxman, 2023).

In psychological literature resilience is the concept having three aspects. First aspect is individual differences in adversity which means that every person is unique and different from another so the responses will also be different for each person in difficult situation, second aspect of resilience is risk taking behavior. The more person risk taking the more he or she will encounter with adversity as compared to the person avoiding risk taking behavior. Third aspect is adaptation of a person. More a person has capability to survive in adversity the more person would be resilient.

Bureau of Labor Statistics (1999) suggested that achievement motivation is made two aspects of personality 1: how to proceed towards favorable outcomes. 2: how to avoid distress in failures. The term achievement motivation can be defined as an innate tendency, force or urge to accomplish a goal or target. McClelland et al. (1987). In theoretical construct achievement motivation divided in to two forms intrinsic motivation which engage an individual in a struggle from an internal urge to fulfil the target. Extrinsic motivation on another hand driven an individual from external forces (parents, teachers, friends etc.) to fulfill his or her goal. People who demonstrate high achievement motivation are driven to achieve (Deci & Ryan, 1991).

To restrain students from the problems that hinder their educational process, sufficient academic resilience is required. Those students who are high on academic resilience have a tendency to be conditioned to various hindrances and return to those emotional circumstances that are experienced due to unfamiliar learning configurations (Hawkins & Mulkey, 2005). Students who can comprehend and interact with people successfully are more likely to form helpful bonds with peers, teachers, and mentors. These connections can act as a cushion against academic pressures and support students in maintaining their motivation and engagement (Hourani, & Parkman 2020).

The study suggested that motivation may helpful for achieving goals. In this regard an individual might feel success and happiness at the end. On other hand it is also possible if a person feels happiness will have chances to be motivated to fulfill his or her goal. Motivation giving strength to a person to keep progress on which ultimately make them happy, especially if they are interested in their work will lead them to have happiness in life (Hassanzadeh, 2013). Students who are more inclined to endure academic problems may improve their skills and talents via effort and persistence. By encouraging a positive attitude towards failures and assisting students in viewing setbacks as chances for learning and progress, emotional intelligence can assist students in developing their growth and personality (Hourani, & Parkman, 2020).

Emanuel Billy et al pinpointed the relationship of achievement motivation with creative industry and knowledge creation. According to the study knowledge creation is a term which is used in creative organizations for generating new ideas and creativity of the members for the development of an industry. Results in the study found that achievement motivation act a lever for organizational creativity and knowledge creativity, consequently by improving achievement motivation organizational creativity will enhance which will ultimately will improve knowledge creativity.

One of the studies pointed out that academic resilience has an association with. According to the research academic achievement, improving grades from previous failures and staying in an institution despite of difficulties interpreted that a student has high academic resilience. The study suggested that university and schools should try to work for the improvement of academic resilience as specifically during pandemics when student's loss their family members and faced financial crises (Dwiastuti, 2022)

The study showed importance of achievement motivation on the performance of teachers and improvements within organization which would helpful for achieving goals and satisfaction within the field (Andra & Syuhada, 2017). A study used an experimental design to study achievement motivation training for burn out teachers. Results concluded that teacher's burnout was reduced after treatment was given. It is interpreted from this experimental study that achievement motivation plays a positive and meditative role in a condition like burnout where a person feel diminished level of energy, loss of interest and almost no motivation (Cholili, 2021).

Usman Abubakar et al. (2021) investigated academic resilience with academic performance among students. The finding showed moderate relationship academic resilience with academic performance. Ross et al. (2020) pinpointed that teachers need to understand, manage effectively and illustrate adaptive responses in failure and setbacks. It is very crucial for teachers to mention that how much our mindset, adjustment quality and accepting flaws shaping resilience among students. In this case teachers would also have chance to learn new and challenging skills alongside of their students and can foster safe conditions from taking risks.

Evidences found significant association of achievement motivation with academic performance of students. The results of the study found that students have high achievement motivation have high academic achievement and low dropout rates. self-esteem could be well equipped with proper training and instruction. For this purpose, sociology students were taken as a sample who were taught behavioral modifications and psychology. Which in result reduced their stress level. Study concluded that with less anxiety and stress students have chance to boost their self-esteem. Study found that students have high level of self-esteem had significant effect on achievement motivation. Moreover, if achievement motivation would be high ultimately their performance will be boost academically.

Maghsoodi et al. (2017) evident that cultural adaptation within diverse ethnic groups to develop programs for academic resilience. Behavioral interventions were acknowledged for diverse and minority groups around the world to be align with their own religious and cultural beliefs. Academic interventions were also considered important and crucial to the students from diverse culture facing difficulties. Policy makers should maintain the core principles according to the students need and strength.

Statement of the Problem

The term "resilience" as an important role in literature. Different factors e.g. adaptation, coping in spite of adversities are much effective for students in academic settings which ultimately maximize possibilities of progress and minimize negative outcomes. In order to support the motivation of learning, the right culture must be involved in building motivation (Maehr, 2008). Therefore teachers, educationists, Policy makers should develop different policies for academic resilience an urge in humans that make them able to do and attain anything they want is termed achievement motivation (Wigfield & Cambria, 2009).

Aims and Objective

To explore the correlation of achievement motivation with academic resilience.

Hypothesis of the Study

H₀₁: There is no significant correlation of achievement motivation with academic resilience

Research Design

The study had correlational research designs. The quantitative approach was used for the study. The study was of descriptive research, and the survey method was used for data collection. The simple random sampling technique was used for data collection purposes.

Population and Sample

The present study is covering ten (10) Departments of University of Malakand. The population of the study is included around 9000 students of University of Malakand. The sample of 400 students were taken randomly from 10 different departments. 10 departments were divided into three faculties. 4 departments were taken from physical sciences, 3 departments from social sciences and 3 from arts and literature respectively. Chemistry, Botany, Zoology, Biochemistry were taken from physical sciences, Hotel management, Economics and Education were taken from social sciences Pashto, Urdu and English were taken from Arts and literature. So far, the student population is concerned, the study was confined to 400 students of age from 19 to 23 of various departments having BS 4-year degree programs.

Research Instrument and Data Collection

Regarding previous literature and studied old and new version of psychological scales of emotional intelligence, achievement motivation and academic resilience two scales were developed by the researcher. The following research instruments were used for data collection.

Achievement Motivation Scale (AMS)

The Achievement Motivation Scale (AMS) mainly emphasize two main factors of achievement motivation which are distress of failure and the hopefulness of success. 27 items of self-report were developed covering two areas i.e. distress in failure and hopefulness of success. The statistical tool SPSS 22 version was used in the analysis. The responses were collected on 5-Likert's scale: e.g. 1. Strongly disagree, 2. Disagree, 3. Neither disagree nor agree, 4. Agree, 5. Strongly agree. The results were tabulated in different tables.

Academic Resilience scale (ARS)

The scale contained 27 items measuring three dimensions: perseverance, negative affect and emotional response, and reflecting and adaptive help-seeking. Academic Resilience scale was also developed by researcher having 27-item self-report Likert scale. The items were developed according the dimensions of academic resilience i.e., perseverance, negative affect, emotional reactivity, self-reflection, help seeking behavior. An informed consent was included which demonstrated the purpose of the study along with the assurance that the data will only be used for the study purpose, to obtain essential demographic information of participants an appropriate demographic detail were included above each scale. The information consists up of age, gender, education, type of school system. They were guided at every step of filling out the scales. For this purpose, Urdu translated version of each scale was also used. Three scales were given to each student.

Pilot Testing, Validity and Reliability

The scales were pilot tested on sample of 30 students from university of Swat students and no ambiguity was found in the scale. Cronbach's alpha was found for internal consistency, reliability and it was 0.78 C-Alpha for AM and C-Alpha for AR was 0.60, which were in acceptable range.

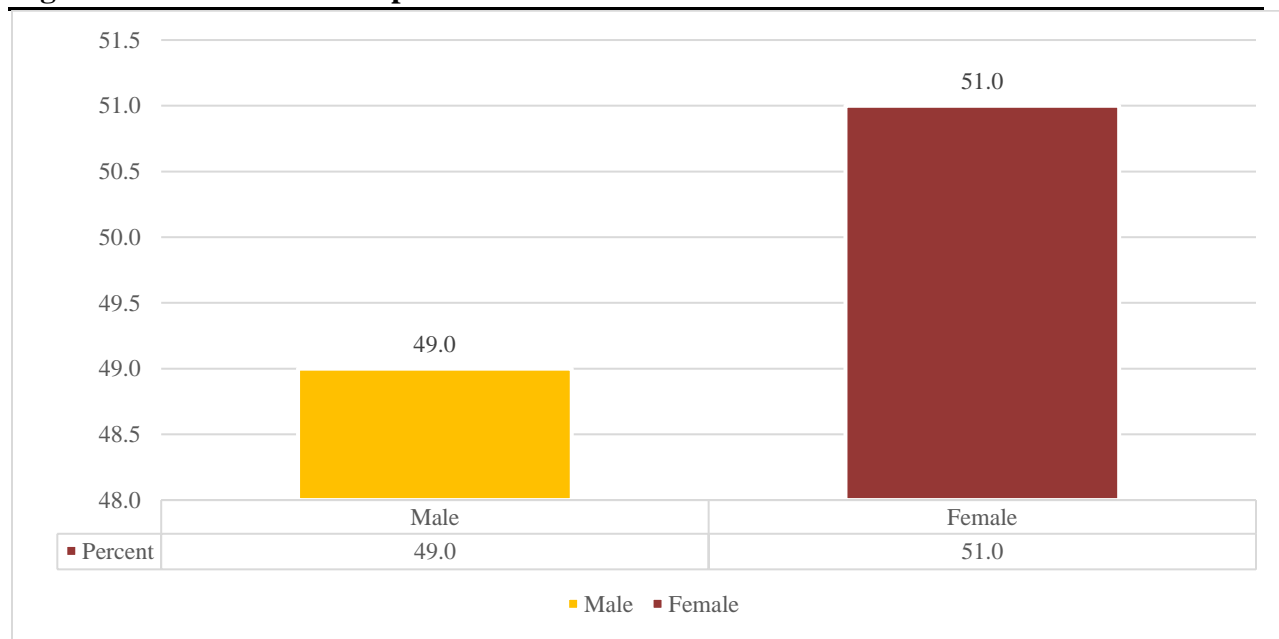
Results and Discussion

The required data to meet the objectives were collected through administering the two scales. The scales were achievement motivation scale and academic resilience scale which were self-report 5-likert scales developed by researcher. SPSS software was used to analyze the collected data received from the survey. Descriptive and inferential techniques were used for the analysis and for the concluding result. The data collected were mainly of quantitative type, the descriptive statistics like 'frequency', 'percentage', 'mean' and 'standard deviation' were employed. Pearson coefficient was used to investigate the correlation variables among analysis respectively. The scales ranging from 1 to 5. For all sections where five-point response mode was employed, score 1 represents strongly disagree, 2 for disagree, 3 showing neither agree nor disagree, 4 for agree and 5 showing strongly agree responses. Instructions were written and direction for the participants to how to fill up the questionnaires. The results are presented in the light of objectives. Coding and analysis were executed through the IBM SPSS. After validation and pilot study of the tool data were collected from selected sample. No participant was harmed in any manner such as personally, emotionally or professionally. The information shared by the participants were only used for the purpose of research. Not only the information but also the identity of participants was kept anonymous. Data interpretations in tables are as follows:

Table 1: Demographic Information

Gender	N	Percentage
Female	204	51
Male	196	49
Total	400	100

Figure 1: Gender of the Respondents



Total 400 number of participants were selected from three faculties of the university of Malakand including Physical Sciences, Social Sciences and Arts & Humanities. In which the female to male

ratio is 51:49 as shown in table 1 and figure 1. There were 156 participants from physical sciences, 103 from social sciences and 141 from arts and humanities as shown in figure 2.

Figure 2: Frequencies

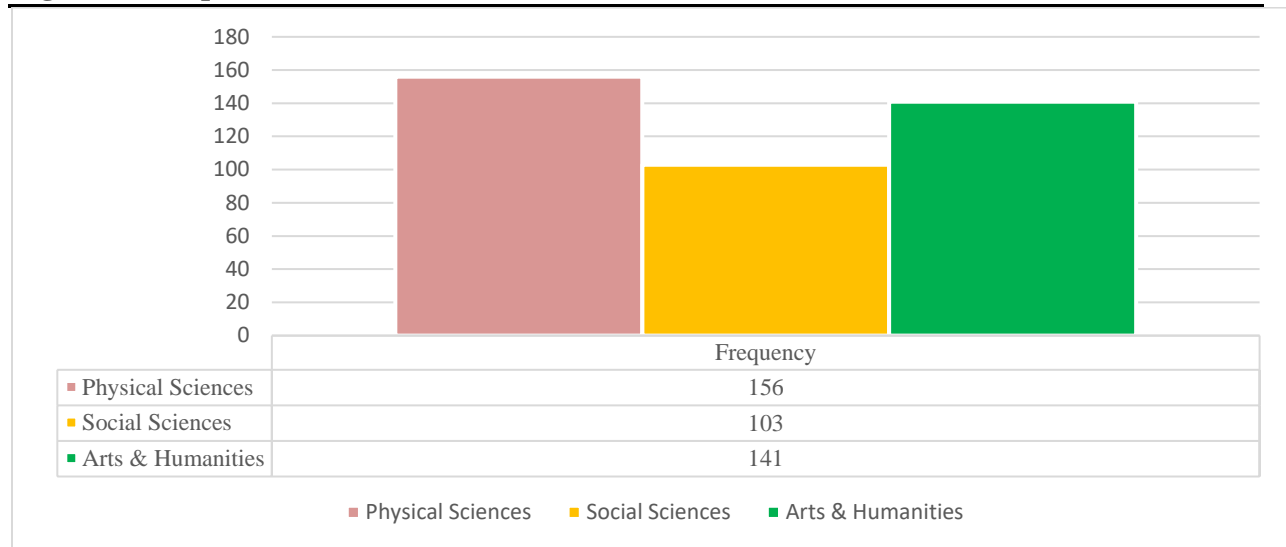


Table 2: Reliability Statistics

Scales	Items	C-Alpha
Achievement Motivation	27	0.78
Academic Resilience	27	0.60

The reliability of achievement motivation 27 items scale and academic resilience 27 items scale were tested and shown in the table 2. It was found that achievement motivation scale has high reliability with C-Alpha 0.78 while academic resilience scale has medium reliability with C-Alpha 0.60.

Table 3: Descriptive Statistics of the Scales

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Sum Achievement motivation	400	43.00	134.00	97.9875	12.78946
Sum of Academic Resilience	400	42.00	150.00	98.2225	12.37420

The data of 400 students for each scale i.e. Achievement motivation and Academic Resilience were collected. For descriptive statistics frequencies, mean mode, standard deviation were taken. t-test was employed for further statistics.

Table 4: Achievement Motivation

	Frequency	Percentage
Low Achievement Motivation	35	8.75
High Achievement Motivation	365	91

Among 400 students 35 students responded for low level of achievement motivation which showed 8.7% of students. High achievement motivation showed by 91% in which 365 students responded as shown in table 4.

Table 5: Academic Resilience

	Frequency	Percentage
Low Academic Resilience	24	6
High Academic Resilience	376	94

Through median of academic resilience scale high level of academic resilience and low level of academic resilience was selected. Frequency of students having low level of academic resilience intelligence was 24 whereas 376 were students with high level of academic resilience among 400 students. Table 5 shows 6% of students with low level of academic resilience and 94% have high level of academic resilience.

Table 6: Correlation of Achievement Motivation with Academic Resilience

Achievement Motivation	Academic Resilience
Pearson Correlation	.627**
P-value	0.000

The correlation between achievement motivation and academic resilience is 0.67 which shows positive correction of achievement motivation with academic resilience. The value of p is 0.00 which suggests high level of significance.

Null hypothesis Ho₂: There is no significant correlation of achievement motivation in students' academic resilience is rejected while alternative hypothesis is accepted.

The purpose of this study was to explore the correlation of two variables via, achievement motivation and academic resilience respectively. The correlation between achievement motivation and academic resilience among students showed positive correlation. There is no significant correlation of achievement motivation in students' academic resilience was rejected and alternative hypothesis accepted. This research suggests that students who have high level of achievement motivation will be more resilient to stressors and obstacles in their educational settings. The P-value was 0.00 which was highly significant.

Conclusion

It was concluded that there was strong correlation of achievement motivation and academic resilience within two variables. A sample of 400 students were taken from 10 different department of university of Malakand. Departments were further divided into 3 faculties i.e. 1. Physical sciences, 2. Social sciences, 3. Arts and humanities. 4 departments were taken from physical sciences, 3 from social sciences and 3 from arts and humanities. The data was collected through convenient sampling technique. Two instruments were used for data collection. The first instrument was instrument was achievement motivation scale self-report, consist of 27 item of Likert scale. Second instrument was academic resilience scale of 27 items, self-report, Likert scale was used. The scales were developed by the researcher. Data was analyzed through SPSS 25 by applying frequencies, mean, median, descriptive statistics and correlation among three variable i.e. achievement motivation, and academic resilience. The study found significant positive correlation

among achievement motivation and academic resilience. The correlation between achievement motivation and academic resilience was positive with value 62.7 of Pearson correlation. The significance value between two variables was $p < 0.00$ showed high level of significance and c -alpha was 0.76 with high reliability. Null hypothesis H_02 rejected and alternative hypothesis was accepted.

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