



Investigation of Achievement Motivation among University Students

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Abstract This research paper presents a comprehensive exploration of achievement motivation among university students, utilizing the innovative ACMT developed by Mr. V. P. Bhargava. By examining the distinctive aspects of science and humanities students' motivational profiles, this study contributes to the broader understanding of academic motivation and serves as a foundation for future research and practical applications aimed at promoting student success and well-being in higher education institutions. The study's results indicate a significant difference in achievement motivation between humanities and science students at the university level, with science students exhibiting slightly higher mean scores.

Index Terms - ACMT) Achievement Motivation, Academic, Confidence, Intelligence, Psychology.

I. INTRODUCTION

Achievement motivation, a key determinant of academic success and personal growth, has garnered significant interest among educators, psychologists, and researchers. Understanding the factors that drive individuals to strive for excellence and achieve their goals is crucial in fostering a conducive learning environment and enhancing students' overall performance. This research paper presents an in-depth investigation into the achievement motivation levels of university students, particularly focusing on students enrolled in science and humanities disciplines. The foundation of this study lies in the Achievement Motivation Questionnaire (ACMT), a psychometric tool pioneered by Mr. V. P. Bhargava. Developed with meticulous attention to detail, the ACMT is designed to measure achievement motivation in a comprehensive and reliable manner, enabling researchers to gain valuable insights into the mindset and aspirations of students in academic settings.

Achievement motivation is a fundamental psychological construct that plays a crucial role in the academic pursuits of university students, those enrolled in science and humanities disciplines. The exploration of achievement motivation in this context offers valuable insights into the factors that drive students to strive for excellence and reach their academic goals. As university education becomes increasingly competitive and challenging, understanding the dynamics of motivation among students is essential for educators, administrators, and policymakers to design effective interventions and support systems that enhance student

engagement and success. In the realm of science disciplines, achievement motivation often centers on tangible outcomes, such as excelling in scientific research, acquiring specialized knowledge, and contributing to groundbreaking discoveries. These students tend to be highly task-oriented, driven by the pursuit of intellectual challenges and the desire to make significant contributions to their fields. On the other hand, in humanities disciplines, students' achievement motivation may manifest through a deeper intrinsic desire for personal growth, creativity, and the exploration of diverse perspectives. Humanities students are often motivated by the opportunity to develop critical thinking skills, articulate their ideas effectively, and contribute to societal and cultural understanding. Additionally, various external factors influence achievement motivation in university students, including teaching methodologies, curriculum design, faculty support, peer interactions, and extracurricular activities. By recognizing the nuanced differences in achievement motivation between science and humanities students and considering the impact of contextual elements, educational institutions can create tailored approaches that inspire and empower all students in their respective disciplines. Ultimately, fostering a culture of achievement motivation within university settings can lead to improved academic outcomes, increased student satisfaction, and a positive impact on society as a whole.

In this research, a diverse sample of DAV University from science and humanities backgrounds was selected to participate in the study. Through the administration of the ACMT, participants' achievement motivation levels were quantitatively assessed, taking into account various factors that influence motivation, including goal orientation, self-efficacy, and persistence. The research aims to explore potential differences in achievement motivation between students pursuing science and humanities disciplines, shedding light on the unique challenges and aspirations faced by each group. By analyzing the survey results, the study seeks to identify patterns, trends, and correlations that can contribute to a deeper understanding of the factors influencing achievement motivation among university students. Furthermore, this research delves into the implications of the findings for educators, policymakers, and counseling professionals. The insights gained from this study are intended to inform the development of targeted interventions and strategies that can nurture and harness the potential of students, fostering a more conducive and motivating learning environment across disciplines.

II METHODS

Participants were the students of DAV University Jalandhar. Students were divided into two domain, Sciences and Humanities. Total (N=200) two hundred students were enrolled for the study (N= 100 from Sciences and N=100 from Humanities). The following questionnaires were applied for the actual data. Achievement Motivation Questionnaire (ACMT) was invented by Mr. V. P. Bhargava and published by National Psychological Corporation, Agra in 1994. This test was a sentence completion test. Total 50 incomplete sentences were there in the test. Each item had three options and respondents must select one option by putting a tick mark. 0.91 was the Test – retest reliability and 0.85 was the validity index of the test. Each item indicates achievement motivation (N Ach) and given a score of 1 and the whole score received on all the substances is the N – Ach Score. **Scoring:** The procedure for scoring were very simple. It was done with the help of a scoring key as given below. The following table presents the classification:

Category	Scores (Boys)
High	23 and above
Above Average	19-22
Average	17-18
Below Average	15-16
Low	11-14

Table 1- Achievement Motivation Test

RESULTS AND DISCUSSION

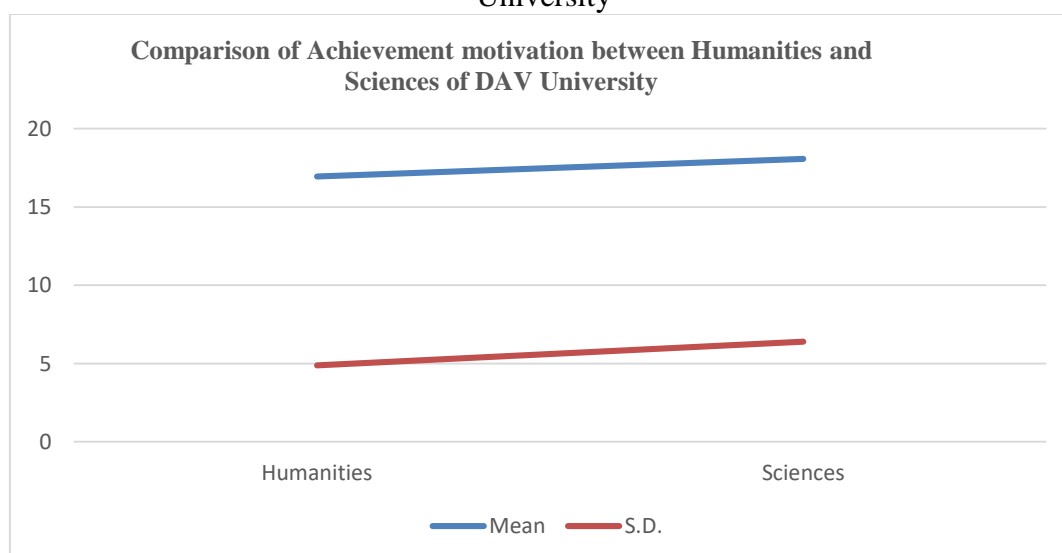
The finding and results of the study are mentioned below in the tables

Achievement Motivation Test		
Group	Humanities	Science
Mean	16.95	18.08
SD	4.88	6.4
SEM	0.49	0.64
N	100	100
T-value	1.4034	
Df	198	
P value	0.1621	

Table-2 Comparison the level of Achievement motivation Test between Humanities and Sciences of DAV University.

Achievement motivation between Humanities and Sciences of DAV University			
Group	Mean	S.D.	P-value
Humanities	16.95	4.88	0.1621
Sciences	18.08	6.4	

Table-3 Shows the comparison of Achievement motivation between Humanities and Sciences of DAV University



Graph- 1 Comparison of Achievement motivation between Humanities and Sciences of DAV University

The results of the study indicate a significant difference in achievement motivation between humanities and science students at the university level, as evidenced by the mean scores obtained from the Achievement Motivation Questionnaire (ACMT). The mean achievement motivation score for humanities students was calculated to be 16.95, while for science students, it was 18.08. The observed difference in mean scores suggests that there is a noticeable variation in the levels of achievement motivation between humanities and science students. While the study finds a significant difference in achievement motivation between the two groups, the effect size should be taken into consideration when interpreting the practical significance of this difference. A smaller effect size may suggest that while there is a statistically significant difference, it might not have a substantial impact on students' actual behaviour or academic outcomes. The results imply that, on average, science students exhibit slightly higher levels of achievement motivation compared to humanities students. This could be attributed to the nature of science disciplines, which often place a strong emphasis on empirical evidence, quantifiable outcomes, and research-driven achievements. On the other hand, humanities students may draw motivation from a deeper intrinsic desire for intellectual exploration, creativity, and understanding human experiences, which may not always align with easily measurable academic achievements.

The observed difference in achievement motivation between the two groups may be influenced by a variety of factors, including the academic culture within science and humanities departments, the type of goals and values promoted in each discipline, and the individual characteristics and aspirations of the students. These findings have important implications for educators and administrators in higher education institutions. Recognizing and understanding these differences can help educators create inclusive and motivating learning environments that cater to the diverse needs and aspirations of students in both disciplines.

III CONCLUSION

The study's results indicate a significant difference in achievement motivation between humanities and science students at the university level, with science students exhibiting slightly higher mean scores. While the difference is statistically significant, it is essential to consider the effect size and individual variations within each group to fully comprehend the practical significance of this difference. By acknowledging these motivational distinctions, educational institutions can develop targeted strategies to support and enhance students' academic success and personal growth across both humanities and science disciplines. By tailoring interventions and educational strategies to suit the unique motivational needs of humanities and science students, universities can foster a more engaged and fulfilled student body, ultimately leading to better academic outcomes and a more enriching educational experience for all.

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