Effectiveness of Achievement Motivation on Satisfaction and Academic Performance of University Students

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ABSTRACT

The major objective of this study was to determine the effect of achievement motivation on satisfaction and academic performance of university students in Lahore. In this study achievement motivation was used as independent variable while students' satisfaction and academic performance was treated as dependent variables. The population of the study was university students while 357 respondents were selected as sample through convenience sampling technique. The self-administered questionnaire was adapted based on five points Likert scale format. The dimensions used in the achievement motivation were behavior and thoughts, whereas, in students' satisfaction were teaching, assessment and academic satisfaction while interactive activities, social activities and resource fullness were included in academic performance questionnaire. The Statistical Package for Social Science was administered to analyze the research hypothesis. The findings of the study show that there was a positive and significant correlation of achievement motivation with students' satisfaction and academic performance. Additionally, there was a positive and moderate effect of achievement motivation on students' satisfaction and academic performance. The study is beneficial for the development of learning process by adopting the various strategies.
*Keywords***:** Achievement Motivation, Satisfaction, Academic Performance, University Students

INTRODUCTION

In modern era the higher education is an important stage to commit the students with academic competencies and make them able to execute the socio-economic growth of the country. Academic performance defines as the positive outcome after completion the specific learning task successfully according to the organizational setting certain standards (Martirosyan et al., 2014). Therefore, the academic performance of the students plays a vital role for the development of the educational institutions. Further, satisfaction is related to the inner feeling after fulfilling the suggested objectives through professional activities. The main objective of the educational institutions is to provide the effective learning environment so that the students feel satisfaction for the

development of academic performance of the students (Anra & Yamin, 2017). The motivation derived from the Latin word "Movere" that means move. So, motivation is a drive of internal and external behavior of an individual and provide 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, Chase, & Bishka, 2010). Therefore, achievement motivation is the best tool to involve the students in various activities for the development of learning process and prompt to get the desire outcome (Martirosyan, Saxon, & Wanjohi, 2014). The previous researches posited that the motivation of the students has a significant contribution for the enhancement of academic performance. It has been realized that the motivation students feel satisfaction being a part of the education institutions and make their enthusiastic efforts for the enhancement of academic performance. Thus, the academic performance of the students builds the image of the organizations which play a vital role for the whole development (Dong & Lucey, 2013). Therefore, achievement motivation changes the behavior and mindset of the students for achieving the fundamental goals. Due to positive attitude the students 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 desire academic performance of the students is impossible without make them satisfaction and motivation. Therefore, the motivation is a drive which helps the students to achieve the highest grades (Awan et al, 2011; Erdoğan 2013). Additionally, due to motivation the students keenly eager to engage purely in various learning activities thus, they show more enthusiastic, self-driven, challenging and feel pleasure in their studies, and put minimal efforts to achieve maximum appreciations. It tends to utilize strategies that require more effort and that allow them to process information more intensely (Banks & Faul, 2007; Heiman, 2008).

Literature Review

The academic performance of the students is a crucial debate because they inter the professional life after complete the university education. Therefore, the educationists emphasized that the positive attitude of the students helps them to get the maximum grades in the examination. Moreover, the university management provides the supportive learning environment which enhance the satisfaction level of the students (Moula, 2010). It has been also realized that the satisfaction of any individual has a significant contribution for the growth of the educational institutions. The students evaluate the services which is provided by the organization therefore, the effective learning environment with all the basic facilities help to develop the academic performance (Awan et al, 2011). The sustainable development in academics depends on the motivation factors (Awan et al, 2011; Zenzen, 2002). The individuals have different abilities for achieving the maximum grades according to their background therefore achievement motivation play a vital role for getting the maximum marks in exam. The management of the institution provide the supportive learning environment for the development of the teaching-learning process which enhance the academic performance of the graduates, to fulfill the psychological needs is appropriate extent for achievement (Gestinde, 2000).

Achievement motivation is defined as a degree which reveals around the needs, rewards and behavior of the individuals such as; feelings and satisfaction. The students' motivation plays an important role for the enhancement of their performance The motivated individuals or group of individuals perform well in right direction so, the teachers help and guide the students to perform the different kinds of learning

activities. Nonetheless, the unpleasant attitude of the students provides the unfavorable results. The hostile behavior emerges due to the undesirable learning environment which was rendered from the organization (Kamauru, 2000). The past studies investigated those undesirable circumstances and working climate in classroom produce the lack of motivation that reduce the achievement of the students. Due to lack of motivation the students seem to be mentally absent during learning activities thus, motivation is a durable energy for successful achievement of the learning goals It has also evaluated that the reason of drop out ration of the students and mostly cannot reach at higher level of education is lack of motivation (Moula, 2010).

On the other hand, the achievement motivation urges the students to get the maximum grades in the examination which is the source of great pleasure for them and development of confidence thus, motivation determine the psychological needs and provide the right direction towards achievements (Akpan & Umobong, 2013). The teachers and academic staff tried to enhance the learning abilities of graduates through motivation so that the desired academic objectives can be achieved. The motivation factors change the behavior and energize the mind towards the setting objectives. Moreover, to encourage the students to get the maximum percentage it is important to focus on the motivation of the students (Feldman, 2005; Tella, 2007). The motivated students have the abilities due to self-determination face the challenges and promote the learning environment which is an important factor for the development of students' satisfaction and academic achievement. The internal and external factors of motivation influenced on the inner feeling and satisfaction of the students such as; self-determination, challenges and efforts relate to the internal factors while, rewards and punishment revealed to the external factors (Schmidt & Frieze, 1997; Santrock, 2005).

The students make their efforts to get academic achievements in the examination and compare themselves with other colleagues it is emotional task which can be accomplished through motivation. According to the psychologists, the significant correlation between teachers and students provides the effective learning environment which develop the academic capabilities so that the satisfaction and academic performance can be enhanced. The motivated students perform the various kind of curricular and co-curricular activities confidently ((Mc Clelland, 1985; Jeynes, 2002). The educational institutions rendered the knowledge skills and change the behavior so that the academic performance can be enhanced. The institutions provide the quality of services to the students whereas, the teaching faculty provide the conducive learning environment during conducted the teaching. To achieve this purpose the personal abilities and willingness of the students play an important role (Tsinidou et al., 2010).

To make the successful member of the society, the parents, teachers and community have great contribution (Garzon, 2006; Kirkup, 2008). The quality of services is varied according to the various cultures in differences places these services have also impact on the academic success of the learners. Therefore, positive social interaction has significant participation for the academic development of the students (Goddard, 2003). The past researches evaluated that the gender difference also have significant difference for the academic growth of the students (Eitle, 2005; Furstenberg & Hughes, 1995). There was also shown the difference among the education, occupation, economic condition of the parents and home environment for achieving the highest grades (Chambers & Schreiber, 2004). It has been also concluded that the

parents' education is an important tool to motivate the students for achieving the maximum grades (McCoy, 2005; Ten Eyck et al., 2009). In present era the education industry is considered the major icon for the development of socio-economic growth of the country like other business organizations. The education sector produces a large number of skillful human capital who show their capabilities in every professional field which has great contribution for the growth of the countries (Hanaysha, Abdullah, & Warokka, 2011). Therefore, students' satisfaction is the most important factor for the development of human territories. Like other business organizations the students are considered as customers were education as product (Deming, 2018; Witowski, 2008). The students are the important part of the educational organizational for development so, the education institutions try their best to rendered them a best service. The students evaluate the farcicalities through their expectations and previous experience according to the market value (Gruber et al., 2010). Therefore, the satisfaction of the students provides them pleasure which is a fundamental implicit to enhance the academic performance (Tessema, Ready, & William Yu, 2012).

The educational institutions provide the effective learning environment so that the organizational objectives can be achieved through the academic performance of the students. The satisfied students perform well for screening the maximum marks on board which is the fundamental tool to uplift the education institutions regarding marketing point of view, it develops the soft image in the society. Recently, the educational organizations lay stress to enhance the job satisfaction of the customers which directly impact on the academic performance and organizational performance (Rehman et al., 2015; Khiat; 2013).

Research Hypothesis

- There is a significance correlation between achievement motivation and students' satisfaction.
- There is a significance correlation between achievement motivation and academic performance.
- There a significance effect of achievement motivation on students' satisfaction.
- There a significance effect of achievement motivation on academic performance.

Methodology

The objective of this study was to investigate the effect of achievement motivation on student satisfaction and academic performance. For this study a quantitative and cross-sectional research design was administered on the basis of survey method. In this study the target population was all university students from district Lahore. The process of selecting a portion of the population to represent the entire population is known as sampling. In this study Convenient sampling was used for the collection of data through self-administered questionnaire was develop on the based on previous research studies. For better understanding the questionnaire was divided into four sections according to the demographic characteristics of the participants and variables of the study. While, Section II deals with the achievement motivation questionnaire and Section III deal with students' satisfaction and Section IV comprised on academic performance. Moreover, the dimensions used in the achievement motivation were behavior and thoughts, whereas, in students' satisfaction were teaching, assessment and academic satisfaction while interactive activities, social activities and resource fullness were included in academic performance questionnaire. A tool was

administered by using five-points Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) to collect data. For this study the primary data was collected from the respondents through survey method by using questionnaire. The reliability is a process to in order to assess the consistency of the questionnaire when applied more time (Creswell, 2014). For this study the Cronbach's Alpha Coefficient was applied to analyze the reliability of the questionnaire that was greater than 0.7 (Nunnally 1978). Moreover, in this study the content and face validity of the questionnaire was administered. The validity is a procedure to assess what is supposed to be measure accurately (Gray, 2014). To evaluate the content validity, it was assessed whether the items of the questionnaire are best fit according to the review of literature include in this research. Moreover, the face validity was also administered with the help of some experts related to the education field. SPSS was used to analyze the research hypothesis therefore, both descriptive (Cronbach's alpha, Mean, Standard Deviation) and inferential statistics (Pearson Correlation and Multiple Regression Analysis) were applied to analyze the research questions proposed in this study.

Results

Table 1. Descriptive Analysis about the variables of the study

Statements	M	SD
Behavior	3.15	1.01
Thoughts	3.45	1.03
Achievement Motivation	***3.30***	***1.02***
Teaching	3.35	1.00
Assessment	3.67	.97
Academic Satisfaction	3.59	.99
Student Satisfaction	***3.53***	***.98***
Interactive Activities	3.45	.97
Social Activities	3.40	1.02
Resource fullness	3.61	.97
Academic Performance	***3.48***	***.99***

In order to examine the existing level of the university students regarding study variables, the descriptive analysis was assessed. The statistical data show that the mean of the statements about achievement motivation was from 3.51 to 3.71 and overall M=3.30, SD=1.02, whereas about student satisfaction from 3.35 to 3.67 and overall M=3.53, SD=.98, while about academic performance from 3.40 to 3.61 and overall M=3.48, SD=.99. It found the students were moderately satisfied about the variables of the study.

Table 2. *Correlation between the dimensions of achievement motivation and student s*

Variables	Behavior	Thoughts	Student Satisfaction
Behavior	1		
Thoughts	.358(**)	1	
Student Satisfaction	.372(**)	.353(**)	1
	AM	SS	
Achievement Motivation	1		
Student Satisfaction	.362	1	

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*** Correlation is significant at the 0.01 level (2-tailed).*

To evaluate the correlation between the dimensions of the achievement motivation and student satisfaction, Pearson Correlation was applied. It found there was positive significant correlation between behavior and student satisfaction with r=.372 while it was also positive significant correlation between thoughts and student satisfaction with r=.353 and overall r= .362.

Table 3. Correlation between the dimensions of achievement motivation and

Variables	Behavior	Thoughts	Academic Performance
Behavior	1		
Thoughts	.391(**)	1	
Academic Performance	.383(**)	.366(**)	1
		AM	AP
Achievement Motivation		1	
Academic Performance		.375	1

p
erformance

*** Correlation is significant at the 0.01 level (2-tailed).*

To evaluate the correlation between the dimensions of the achievement motivation and academic performance, Pearson Correlation was applied. It found there was positive significant correlation between behavior and academic performance with r=.383 while it was also positive significant correlation between thoughts and academic performance with r=.366 and overall r= .375.

Table 4. To find out the effect of achievement motivation and student satisfaction

DV	Constructs	Std. Error	Beta	T	Sig
Student Satisfaction	(Constant)				
	Behavior	.033	.298	8.96	.00*
	Thoughts	.046	.368	7.89	.00*
	Achievement Motivation	.039	.333	8.42	.00*

Dependent Variable: ST

To evaluate the effect of achievement motivation on student satisfaction, Multiple Regression Analysis was applied. It shows the positive significant effect of behavior on student satisfaction with Beta value of .298 while it was also positive and significant effect of thoughts on student satisfaction with Beta value of .368. While, shown the positive significant effect of achievement motivation on student satisfaction with Beta value of .333.

Table 5. *To find out the effect of achievement motivation on academic performance*

DV	Constructs	Std. Error	Beta	T	Sig
Academic Performance	(Constant)				
	Behavior	.038	.349	9.04	.00*
	Thoughts	.049	.419	8.47	.00*
	Achievement Motivation	.043	.384	8.75	.00*

Dependent Variable: AP

To evaluate the effect of achievement motivation on academic performance, Multiple Regression Analysis was applied. It shows the positive significant effect of behavior on academic performance with Beta value of .349 while it was also positive and significant effect of thoughts on academic performance with Beta value of .419.

Therefore, it was a positive significant effect of achievement motivation on academic performance. Therefore, it was a positive significant effect of achievement motivation on academic performance with Beta value of .384.

Conclusions and Discussion

It concluded that the achievement motivation and student satisfaction positively associated between each other. Moreover, achievement motivation and academic performance positively associated between each other. While, achievement motivation significantly positive effect on student satisfaction. Additionally, achievement motivation significantly positive effect on student satisfaction.

On the behalf of the findings, it is recommended that the achievement motivation play a vital role for the development of student satisfaction and academic performance. The university education is an important stage to develop the learning abilities of the students which can be useful in future practical life. Therefore, it is necessary to focus on the academic performance of the students. The professional teaching faculty play a vital role for the enhancement of learning process. The findings of this study will helpful to all education teacher-leaders within the supervision professionalism in conditions of management release within institution below his or her management. The outcome of the revise conclusion of the acquire determination put in to the investigate information of teachers, academic that will be helpful designed for prospect revise in education. It is fundamental to acquire respond of this query, because the conclusion of this learn be intelligent towards be exploit towards improve the efficiency of minor discipline subdivision skull to support prospect directorial accomplishment. generally, the result of this learns give a cadaver of information to tried to fill up the opening inside our fiction in the revise of management approach inspiration issue presentation evaluation with occupation pleasure minor educate teachers. On the behalf of the findings of this study it was recommended that the further studies must be conducted in other areas and levels. Moreover, the satisfaction and academic performance of the students should be determined with other indicators which enhance the academic capabilities of the learners. The staff development and higher authorities should take notice on the professional development of the teaching faculty.

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