# Study of Achievement Motivation in Relation to Academic Achievement of Students

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**Abstract:**

The drive is one of the most crucial components in achieving one's objectives. We call this urge "motivation." In order to succeed in every area of one's life, whether it personal or professional, one must have a certain amount of zeal and dedication, as well as a sense of enthusiasm. A person's motivation might originate from within or outside of themselves. This is something that is left up to the individual. As one ages and matures, the driving forces behind one's behaviour evolve. In addition, achieving a goal sets the stage for the next one to be accomplished. As a result, maintaining one's drive and enthusiasm is an ongoing challenge. It's normal to have periods of low motivation and a general sense of doom. When that happens, they'll have to re-evaluate what it is that gets them going again.

**Keywords:** Academic Achievement, determination, individual, Motivation etc.

## Introduction

There is a different driving factor for each person. Many elements work together to help individuals reach their objectives instead than just one. There's no denying that boredom sets in when you're stuck in a rut. There doesn't seem to be anything new. Many people have been able to regain their passion by breaking the monotony of their daily routine. As a result, human resource managers set up a training schedule to help break up workers' monotonous workdays and help them learn new skills.

In order to give themselves something to look forward to when the week is through, some people indulge in their favourite pastimes on the weekends. Redefining one's aims and aspirations on a regular basis might help energise one's drive to accomplish bigger things. Every now and again, it's important to take a break and find the inspiration you need to keep going. The Latin word "movere," which meaning "to move," is the source of the word motivation. An internal force that activates and directs one's actions is known as motivation. For those who are interested in understanding how and why people behave in a certain way, motivation theory is a good place to start. In the subject of organisational behaviour, it's considered a major focus. Content theories and process theories are two types of motivation

theories. Despite the fact that several theories of motivation exist, none of them is embraced by everyone.

Human conduct is energised and directed by internal causes known as "need theory," which is another name for "content theory" of motivation. One theory that is sometimes referred to as a "content theory" is that of Maslow, Alderfer, Herzeberg, McClelland, and Herzeberg's learnt needs or three-needs theory. An individual's drive to achieve their goals is what motivates them. Intrinsic and extrinsic motivation are two different concepts. The phrase is most often associated with human conduct, although it could possibly be applied to animal behaviour as well. It's all about the psychology of human motivation in this essay. Theories of motivation vary, but they all point to a basic need to minimise physical pain and maximise pleasure as a primary source of motivation. Other theories include specific needs such as eating and resting or a desire for an object of desire or a desired state of being. Other theories point to less-obvious reasons such as altruism or selfishness. Volition or optimism are not to be mistaken with motivation from a conceptual standpoint. [1] Emotion and motivation are not the same thing.

**Intrinsic and Extrinsic Motivation**

The term "intrinsic motivation" refers to a kind of motivation that stems from a person's intrinsic interest in or pleasure of the activity at hand, rather than from outside influences. [2] Social and educational psychologists have been studying intrinsic motivation since the 1970s. According to studies, it's often linked to excellent academic performance and a positive student experience. The attribution theory of Fritz Heider, the self-efficacy theory of Bandura, and the cognitive assessment theory of Deci and Ryan have all been used to explain intrinsic motivation. Students are more likely to be driven by personal interests if:

Extrinsic motivation is derived from outside of the person. Incentives like money and grades, as well as threats and punishments, are all examples of extrinsic motivation. Generally, competition motivates the performer to win and beat others, not to enjoy the inherent joys of the action itself. Extrinsic incentives, such as awards and a cheering audience, are also important.

Extrinsic incentives, according to social psychology studies, may lead to overjustification and a corresponding decrease in intrinsic drive. Observations in the follow-up period showed that children who were told they would receive a ribbon and a gold star for drawing a picture spent less time playing with the drawing materials than children who were told they would not receive a reward at all or children who received no extrinsic reward at all.

**Achievement Motivation**

Motivation is often understood as the desire to attain one's goals, as well as the means by which that desire might be sustained. Cognitive activity such as planning, organising, decision-making and learning are all based on motivation (Pintrich & Schunk, 1996). Achievements were described as task-oriented behaviour by Spence and Helmreich (1983). It is common for people to be judged on the basis of their performance in comparison with other people. Scholars' varying points of view lead to varied conceptions of what motivates people to attain their goals. Atkinson (1964) was the first to describe accomplishment motivation as the act of measuring one's own performance against that of others and against norms.

Motivation for accomplishment is said to be a mix of two personality variables: one's predisposition to pursue success and one's aversion to failure. Bigge and Hunt (1980) described achievement motivation as the desire to work hard and continuously aim for goals, to achieve supremacy in tough and difficult activities, and to have a feeling of accomplishment as a consequence of this. Personal development, persistent effort, and a strong feeling of fulfilment are all components of this concept.

Accomplished goals are a result of an internal psychological drive that motivates people to pursue work they believe is worthwhile and help them attain their objectives. Competition and comparison are also part of the accomplishment incentive attitude. Achieving one's goals is a result of an internal, psychological drive that motivates people to do what they believe to be worthwhile and finally accomplish their objectives. Sparrow (1998) discovered that the creation of psychological contracts is influenced by motives. Meaningful work, employment stability, and a feeling of accomplishment, as well as promotional outlets and possibilities, are all examples of motivations.

**Achievement Motivation Theory**

The notion of achievement motivation is one of a variety of hypotheses that explain why individuals do what they do in the first place. Managers who want to get the most out of their workforce can benefit from familiarity with this notion.. Atkinson's notion of motivation (Atkinson, 1966) and the hypothesis of a future temporal perspective The importance of the goal and the individual's expectations of success are at the heart of the first theory, which explains why people are motivated in the first place. Many theoretical constructions have been developed based on both. This is related to the importance of goals (Wigfield & Eccles, 1992; Eccles & Wigfield, 1995), the various sorts of goals (Dweck, 1986), the role of beliefs in

expectations of success (Nichols, 1984), and the different types of objectives (learning, performance, ego-involved, mastery) (Wolters & Pintrich, 1996). Last but not least, this element is derived from the locus of control idea and attribution theory (Weiner, 1984). Since then, causality judgments about the outcomes of an individual's own activities have been investigated as factors in the motivational process that affect expectancies and self-regulation processes. According to Lewin's (1935) psychology, human behaviour merges the past and future into the present, which is where plans and objectives are located. It is argued by Fraisse (1963) and Nuttin (1953), whose theory of human personality focuses on the importance of time, particularly the future component, in determining human behaviour.

## Conclusion

To be academically motivated, students must have positive attitudes about school and a passion for learning in order to excel in the classroom. Measuring factors such as work habits and academic expectations are part of the process of assessing academic motivation. In order to reach their educational objectives, students must be motivated by a strong desire to succeed. Students' dedication to their studies is shown to be influenced by their desire to succeed academically, according to research. According to the cited assessment of studies, pupils' future success or failure is heavily influenced by their level of accomplishment motivation.

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