Studying the level of academic achievement motivation in the students of Ghor Institute of Higher Education

Qassem Farhang

Mohammad Arif Ahsas

Ghor Institute of Higher Education

Abstract: The intention of achievement motivation or motivation is (desire or desire to achieve success) and participation in activities in which success depends on one's effort and ability. This research was conducted with the aim of investigating the motivation of academic achievement in students of Ghor Institute of Higher Education. The current research is applied in terms of purpose and descriptive-correlational in terms of method. The statistical population of this research consists of (1294) students of Ghor Institute of Higher Education, and the sample population of this research is (296) using Cochran's formula and considering (95%) confidence and (5%) error which were chosen by random sampling to participate in the study. The data collection was done by the standard questionnaire of educational achievement motivation (Abde Khodayi) whose validity and reliability were measured. After collecting the data and performing the necessary controls, the data was entered into the computer and processed using SPSS$_{24}$ statistical software and descriptive statistics such as percentage, mean, standard deviation, independent T-test, ANOVA and Pearson and Spearman correlation coefficients. The two descriptive and inferential methods were used to analyze the data, which in the descriptive statistics section, average, percentage by gender, year of study, field of study, marital status and age of the students were stated. And in the inferential statistics section, analysis of single-sample tests and one-way analysis of variance were used. Findings: Based on the obtained results, motivation to progress has no significant relationship with any of the background characteristics of students in terms of field, gender and marital status. But it is related to the age of the participants of the research, which means that with the increase in age of participants, the motivation for academic progress has also improved in them.

Keywords: academic achievement motivation, motivation, students

Introduction

Education and teaching will be possible in the light of using the motivation of students and trying to arouse it. The desire of students to learn is one of the effective motivations for learning. Achievement motivation is a tendency, to comprehensively evaluate one's performance according to the highest standards, to strive for success in one's performance. Rubens considers the motivation to progress as a driver to surpass

others, to achieve progress according to specific criteria and to strive for success and he believes that a person who has the motivation to improve, has the desire to do his/her job well and evaluate himself/herself performance in a self-motivated way. People's progressive behavior is a sign of their motivation to progress.

According to Murray, the motivation to progress means the motivation to overcome obstacles and struggle with what is known to be difficult. Research has also shown that the motivation of students in learning is more important than intelligence and people with high achievement motivation make the best plans for using time. In general, students who have high academic motivation accept more academic activities, as a result, they do better hard work and achieve more success.

Motivation

Motivation is the factor that stimulates a person and gives direction to his/her activities (Shaarinejad, 2010, p. 423).

Motivation is a natural phenomenon that is influenced by four factors, i.e. situation (environment and external stimuli), temperament (organism's internal state and condition), goal (goal of behavior, intention and tendency) and tools (tools to achieve the goal). Human beings get the necessary motivation to achieve their goals, needs and instincts. Motivation shows the reasons for human behavior and specifies why they act in a certain way (Mohammadian, 2006).

Academic achievement motivation

The Academic achievement motivation is the desire to excel in a special behavior that is a criterion. In other words, a desire or interest in overall success or success in a specific field of activity is called achievement motivation (Yagoubi, 2014, p. 15).

The research background

A lot of research has been done about the effect of motivation on academic achievement; (Bloom, 1982) has examined the correlation coefficient between motivation variables and academic achievement and reported the existing correlation coefficient as 0.5. The existence of this relationship shows that motivation has a positive and direct effect on learning. (Abedi, 2008).

In the years following McClelland's primary research, many studies were conducted to further investigate the nature and effects of achievement motivation. Some of these studies have investigated and discovered the characteristics of highly motivated individuals who are interested in excellence for its own sake rather than because of the reward that follows. (Bal, 1890, translated by Masdood and others, 1994).

Ryckman (2008), McClelland during the development of the theory of achievement motivation, showed that it can teach children and adolescents and even the elderly to increase their need for achievement. The research findings, while confirming the importance of the motivation to progress in the growth and success of

societies, support the idea that it is possible to improve the motivation to progress through the provision of appropriate models and training. The important issue in the luck of progress and academic success is that academic progress is not just an educational variable, rather it is a multidimensional variable that interest in educational issues is also related to psychological, personality and social components.

Research results show that emotion, cognition and motivation are the three factors that mediate students' school learning and all human activities (Newcomb, Ambadi, Eccles, Gomez, Klaher et al., 2009, Abubaker Termezi et al., 2010).

In fact, researches have shown that progress is a function of the joint effect of skill and motivation (Storey, Hartstone and Mahon, 2011, Ahmadi Mansour et al., 2003).

On the other hand, motivation for academic progress is also one of the important and determining factors of success in the educational system. Despite the fact that many models and theories have been presented to explain academic motivation, today the cognitive perspective has more research support than other perspectives. In the cognitive perspective, it is assumed that cognitive aspects are the most important determinants of academic motivation (Bruce and Tuckman, 2000).

Academic self-confidence is one of the other variables that are related to the motivation of students' academic progress. In the research of Ismail Saadipour and Maryam Shojaei (2014) under the title of the relationship between anxiety, academic self-belief and academic achievement motivation of students of Payam Noor University in Bajanovard, it was found that there is a significant relationship between anxiety and academic achievement motivation in students at the level of (P <0.01). But there is no significant difference between gender and academic achievement motivation, as well as gender and anxiety.

The motivation of academic progress has also been investigated in terms of gender, Fatemeh Bahrami and Shiva Rizvan (2006) have conducted a research titled investigating the relationship between the motivation of academic progress of female and male high school students in Isfahan city with school characteristics. The obtained results have shown that there is no significant relationship between the variable of teachers' documents and the motivation of academic progress. . However, there was a significant relationship between the variable of class structure, teaching method, teacher's grooming variable, punishment and encouragement system, school's value system and emotional relationships within the school with motivation to progress. The result of the multiple regression was that the methods of emotional relationships within the school, the school's value system, and the classroom structure had an effect on the motivation level of academic progress.

Career counseling is also one of the basic variables in motivating students' academic progress. Aghaei et al. (2011) in a research entitled the effect of group career counseling using Krumboltz learning method on progress motivation, academic

motivation, future academic-career concerns and academic progress of first year high school students. The results of covariance analysis of several variables showed that providing career counseling using Krumboltz learning method has been effective in motivating students' academic progress and future academic-career concerns. While career counseling did not affect the academic progress of students. Also, the results of multivariate covariance analysis showed that the effect of providing career counseling after 3 months from the last counseling session was stable on the motivation of progress and future educational-career concerns (Shafie et al., 2018).

According to Murray, the motivation to progress means the motivation to overcome obstacles and struggle with what is known to be difficult (Amira R, Jelas ZM, 201). Researches have also shown that students' motivation in learning is more important than intelligence, and people with high achievement motivation make the best plans for using time (Koch CJ, Kleinmann M, 2002). In general, students who have high academic motivation accept more academic activities, as a result, do better homework, and achieve more success (Macan Th, Shahani C, Dipboye RL, 1990).

Research methods

The current research, which was chosen under the title of " Studying the level of academic achievement motivation in the students of Ghor Institute of Higher Education", is applied in terms of purpose and descriptive in terms of method.

The statistical population of this research consists of (1294) students of Ghor Institute of Higher Education, and the sample population of this research is (296) using Cochran's formula and considering (95%) confidence and (5%) error. They are students who were selected by random sampling to participate in the study.

The data collection was done by the standard questionnaire of educational achievement motivation (Abde Khodayi) whose validity and reliability were measured. The collected data was analyzed by $SPSS_{24}$ software and through statistical tests (average percentage, standard deviation) and inferential T test, correlation coefficient, frequency and median were obtained and analyzed.

Statistical population and sample population

The statistical population of the present research consists of all the students of different fields in the Ghor Higher Education Institute of Ghor province, which are about 1294 students. The sample size of the research consists of (296) students from the Ghor Institute of Higher Education, who were randomly selected.

Information gathering software

In the present research, the data collection was done by the standard educational achievement motivation questionnaire (Abde Khodaei) whose validity and reliability were measured.

Data analysis methods

The method of their analysis, the data collected by SPSS software and through statistical tests (average percentage, standard deviation) and inferential T-test, regression, frequency and ANOVA analysis of variance have been obtained and analyzed.

After solving the Missing Value and Compute and normalizing the information, the questions of each element and all the elements to motivate academic progress were used to measure the appropriate statistical tests according to the goals and research questions. ANOVA test and Pearson correlation coefficient were used to test the effect of each element on the motivation of academic achievement and to understand the difference between the effectiveness of the elements. To investigate the effect of other variables on the effectiveness of the elements, the t-test of two independent groups was used, and the ANOVA test was used to obtain the effect of the variables of education level, age group, and field of study. In addition, Pearson's correlation coefficient was also calculated so that the results of the research can be checked and necessary conclusions can be drawn.

Two descriptive and inferential methods were used to analyze the data, which are stated in the descriptive statistics section as mean, percentage by gender and academic year. And in the inferential statistics section, analysis of single-sample tests and one-way analysis of variance were used.

Data analysis/results and discussion

1. Descriptive analysis

At first, demographic descriptive statistics and related information were discussed for each variable, which includes the average number, mode, frequency distribution, percentage of information related to the respondents, and the obtained statistics are as follows:

Table (1): shows the standard deviation and the average of the participants based on the field

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Field of student	296	1	12	6.03	3.596
Valid N (list wise)	296				

Table (2): The number and percentage of students according to field

Field of student					
Field of participants		Frequency	Percent	Valid Percent	Cumulative Percent
	Biology	58	19.6	19.6	19.6
	Chemistry	18	6.1	6.1	25.7
	History	4	1.4	1.4	27.0
	Psychology	16	5.4	5.4	32.4
	Islamic Culture	45	15.2	15.2	47.6
	Mathematic	32	10.8	10.8	58.4
	Physic	15	5.1	5.1	63.5
	Computer Science	30	10.1	10.1	73.6
	English Language	41	13.9	13.9	87.5

Valid	Farsi Literature	31	10.5	10.5	98.0
	Agronomy	6	2.0	2.0	100.0
	Total	296	100.0	100.0	

2. Inferential analysis of information

Interpretation based on the score of the questionnaire

Examining the level of academic achievement motivation

Age and academic achievement motivation

The variable that is mentioned about the statistical population of this research is the age variable, we have chosen age as a variable in this research because it may have an effect on the motivation of the students in their academic progress. It is the basis that in our research we have also considered the age variable as an influencing factor in this research.

To study these two processes, the following table shows the variance of the relationship between both variables.

Table (3): Relationship between age and academic achievement motivation

ANOVA					
age of praticipants					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.394	39	.164	1.166	.242
Within Groups	34.293	244	.141		
Total	40.687	283			
a. Dependent Variable: age of participants					

We examined the correlation between these two variables using ANOVA correlation coefficient analysis, based on the rule of this method, the closer the sig value between both variables is to 0.5, the greater the correlation between the two variables. Therefore, the above table shows that the amount of sig between both variables is 242. which shows that there is a moderately significant relationship between the age and motivation of students' academic progress in Ghor Institute of Higher Education, and as the age of students increases, their motivation for academic progress increases.

Gender and academic achievement motivation

The motivation of academic progress among people is one of the individual characteristics and characteristics that differ from one person to another, because one person has a higher motivation for academic progress and another person may have a lower motivation for academic progress. These differences are created due to different reasons and social, personal and educational situations of people, one of the influential factors in this component may be the gender of the people, people of their gender may be motivated to improve their education with someone of the opposite sex. The same situation and similar conditions may be different. To prove or disprove this claim, we have tested the correlation between these two variables using the correlation coefficient, the results of which are reflected in the table below.

Table (4): Relationship between gender and academic progress motivation among students

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Sex of particepants	296	1	1	2	1.29	.026	.455	.207
t.total	286	53.00	45.00	98.00	62.6049	.53991	0.517	0.268
Valid N (listwise)	286							

Based on the table, the standard deviation between the gender variable and the academic achievement motivation of the students covered by the research is 0.455 and 0.517, and the variance of the relationship between these two variables is 0.207 and 0.268, which shows the negative relationship between both variables. it shows. This means that the academic achievement motivation of the students covered by the research was not affected by their gender and gender cannot be considered as an effective factor in academic achievement motivation.

Class score and academic achievement motivation

Apparently, in every educational environment, those students and learners who are at the top of the table and are among the prominent students of their class, such students also have the motivation of academic progress. In the present discussion, we want to prove the hypothesis that whether there is a relationship between the grade of the students covered by the research and their academic achievement motivation, in other words, whether a high grade can indicate having a high academic achievement motivation or not. We have tested this hypothesis by using ANOVA correlation coefficient, which shows the existence of a relationship between these two variables in the below table.

Table (5): Correlation between class score and academic achievement motivation

ANOVA					
Class Number					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	95.115	37	2.571	1.159	.255
Within Groups	528.044	238	2.219		
Total	623.159	275			

Based on the findings of the above table, the degree of correlation between the student's grade variable and their academic achievement motivation scores is 0.255 units, and based on the ANOVA correlation coefficient, it can be concluded that there is a significant relationship between the student's grade variable and their academic achievement motivation. It can be said that students who have a high class score, or in other words, those students who deserve more, have more motivation for academic progress.

Field of study and motivation for academic progress

One of the influential factors in the motivation of progress among students is their field of study because people always express their opinion about their field of study

and their desires and whenever someone chooses his field of study based on his own will and most importantly based on talent and continues his studies in that department, this will motivate him more and thereby improve his education. Therefore, according to the above descriptions, in this research, we also assume that the field of study is effective in managing time and motivating students' academic progress, and we believe that the field of study can motivate people and their academic progress. Therefore, to confirm or reject our claim, we want to show how this relationship is by using the regression correlation test, the following table is drawn to express this relationship between the above two variables.

Table (6): The relationship between the field of study and the motivation of academic progress

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.884	1.473		3.994	.000
	t.total	.004	.023	.009	.152	.880
a. Dependent Variable: fiest of student						

Based on the above table using the findings of the regression method, when the total sig result of the variables is closer to 0.5, the same degree of correlation between both variables is higher, therefore, considering the table obtained from the regression operation in the field of the relationship between the academic fields of the covered students The research and motivation of their academic progress, the sig result of the relationship between both variables shows 0.0 and 0.880, it can be concluded that there is no meaningful relationship between the study field of students in Ghor Institute of Higher Education and the motivation of their academic progress, and the field Education cannot motivate and improve the academic performance of students.

Discussion

The studies carried out by (Johnson, 1996 and Sandra, 2002), Broad-Sad and Garrison (2004), Salvik and Salvik (2004), Salvik and Salvik (2006) and Abedi (2007) showed that there is a relationship between academic achievement motivation and academic performance. In another study, Amir Afshari (1999) and Mohammad Amini (2007) showed that, self-regulation learning strategies and academic progress motivation have a significant relationship with students' academic performance and mathematical academic progress.

The findings of the present research also show that in some cases the findings of our research confirm the findings of others.

On the other hand, we examined anthropological variables such as age, gender, field of study, and grade with the motivation of students' academic progress, and the findings showed that age has a significant relationship with the motivation of academic progress, and with the increase of age, their people are less motivated to progress. They get more education. Based on the findings of the research, the gender of the students

has no significant relationship with the motivation of their academic progress, and it cannot be said that the female or male gender has a better motivation for academic progress than each other. In the same way, the field of study also acts as a neutral variable here, and the separation of fields of study among people cannot motivate them to progress further. In the research, we analyzed the relationship between the grade of the class and the motivation of academic progress. After analyzing and studying the relationship between these variables, we found that the grade of students' class and the motivation of their academic progress have a significant relationship.

In general, it can be said that our research has achieved similar results in many cases with the research that has been done by other researchers in the same case. But in only one part of our research, it is different from other researches that have been done before, and that is that this research shows that with increasing age, the motivation of students' academic progress increases, but in the research conducted by the researchers mentioned above, this seems to be the case. does not arrive

Conclusion

Regarding the extent to which students in Ghor Institute of Higher Education have motivation for academic progress, our analytical statistical findings show that students in Ghor Institute of Higher Education have an average level of motivation for academic progress. Because this operation is done after performing the Variable Compute operation through the SPSS program above the educational achievement motivation questionnaire, the lowest level of the total scale is 45 and the highest level is 98, and the middle of these two numbers is 62. This is according to the rule that the highest score was 120, the lowest score was from 30 to 60, and the average score was from 60 to 74. It shows that students are at an average level of academic achievement motivation.

Also, by using SPSS program, we analyzed the anthropological variables of people such as (age, gender, and field of study) with the variable of motivation for academic progress, we analyzed the variable of age with motivation for progress through ANOVA correlation coefficient, the results showed that the sig value between both variables was 0.224 and it was a sign of a significant relationship between both variables. This means that as the age of people increases, the motivation of their academic progress also increases to some extent. Gender is also one of the other important and fundamental variables of humans that affects many aspects of our behavior, so we compared gender with the motivation of academic progress. The findings showed that between gender and academic achievement motivation, the standard deviation between the above two variables was 0.455 and 0.517, and the variance of the relationship between these two variables was 0.26 and 0.539, which indicated a negative relationship between both variables. and to put it simply, it can be said that gender has no significant relationship with the motivation of academic

progress. After examining the age and gender of the people, in the present research, the relationship between the grade of the students' grade in the motivation of academic progress, showed that the standard deviation between both variables is 1.54 and 0.98, which can be inferred between the grade of attendance or the grade of the students and There is a significant relationship with the motivation of their academic progress. On the other hand, the field of study is one of the basic variables among the students, and it is not related to the motivation of the students' academic progress, and this relationship has been established through regression analysis, and the sig value between both variables showed 0.0 and 0.880.

References

Atkinson and Halligard. (2011), field of psychology. Fifth edition. Translation. Mahmoud Saatchi, Tehran: Gap Publications.

Akbari, Bahman. (2008), Factors affecting students' progress motivation according to demographic variables, Women and Health Quarterly, first issue of the third year.

Aminifar, Elaha, Saleh Sediqpour, Bahram and Zadeh Bagh, Hossein (2019), The effect of computer games on students' motivation to progress, Educational Technology Research Journal, 6th year, 3rd issue.

Byabangard, Ismail. (2013), Educational psychology, psychology of education and learning. 6th edition, Tehran: Tiaf Negar Publications.

Hijazi, Elaha, Rostgar, Ahmad and Reza Ghorban, Jahrami and Karamdoost, Norouz Ali (2008), Intelligence believes and academic achievement in mathematics: the role of achievement goals, cognitive engagement and effort (Dweck model test).

Rostami, Farhanaz and Aliabadi. (2013), The effect of cognitive and meta-cognitive learning strategies in predicting the academic achievement motivation of Razi University of Kermanshah agricultural students, Medical Education Management Research Quarterly, No. 30.

Rouhani, Fazileh and Tari, Saeedeh (2019) Investigating the level of internet addiction and its relationship with academic motivation and social development of middle school students in Mazandaran province. Quarterly Journal of Information and Communication Technology in Educational Sciences, Number 2, Year 2.

Saif, Ali Akbar. (2016) Modern educational psychology, psychology of learning and education, 11th edition. Tehran: Doran Publications.

Saif, Ali Akbar (2008) Modern educational psychology. Tehran: Aagah Publishing.

Saif, Ali Akbar (2008). Modern educational psychology, third edition. Tehran: Doran Publishing House.

Ari Nejad, Ali. (2019). General human psychology. Fifth. Tehran: Itlaat

Publications.

Abdulmaleki, Jamal, Majid Yousefi Afrashte and Rashidi, Zahra (2013) Designing and evaluating the causal model of academic achievement. Quarterly Journal of Information and Communication Technology in Educational Sciences, Number 2, Year 2.

Kadivar, Parvin (2012). Educational psychology, 15th edition. Tehran: Samt Publications.

Karimi, Yusuf (2012) Educational psychology. 15th edition, Tehran: Nashar-e-Arbostan Publishing House.

Ganji, Hamzah (2012). General psychology, sixty-fourth edition. Tehran: Savlan Publishing.

Najafi, Mahmoud and Foulad Cheng, Mehbobeh (2008) The relationship between self-efficacy and mental health in high school students. Practical Research Monthly of Shahid University, new issue number 22.

Atkinson JW. Motivational determinants of risk-taking behavior. Psychological Review 1957; 64(6, Pt.1): 359-72. Do i: http://dx.doi.org/10. 1037/ h0043445.

Dweck, c, s (2000) Self-Theories role in motivation, personality and development. Psychology press: Taylor and Francis Group.

Garcia, R. R; Perez, D. C. (1992) Educational Psychology International. V25. N2.

Green, B, A & Miller, B (1996) Influences on course performance goals, perceived ability, and self-regulation, contemporary educational psychology. 21, 181, 192.

Hermans, J. M. (1970) Achievement Motivation Test for Adults. Journal of Applied Psychology. 54.