

ACHIEVEMENT MOTIVATION OF FOREIGN STUDENTS PURSUING TECHNICAL AND NON-TECHNICAL COURSES IN LPU: A CROSS CULTURAL STUDY

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Achievement motivation is the desire to achieve a standard of excellence, to do well for the sake of doing well rather than for extrinsic reward. It has been noticed by behavioural scientists that people have an intense desire to achieve something, while others may not seem that concerned about their achievement. In the present research, descriptive survey method and purposive sampling technique was used. The investigator collected data from twenty five (25) foreign students selected purposively from Engineering, Computer Sciences and Paramedical Sciences from Lovely Professional University to constitute a total sample of 50 students under technical courses. Similarly, 25 students have been selected purposively from Education, Humanities and Management to constitute a total sample of 50 students under professional courses. Deo Mohan Achievement Motivation Scale developed by Deo and Mohan (1985) has been used for the research work. The results reflect that the students enrolled in technical and professional courses possess moderate level of achievement motivation. However, they do not differ in their achievement motivation level. Hence, it can be concluded that nature of courses and achievement motivation of the students are not interrelated.

KEYWORDS: Achievement Motivation, Technical and Non Technical Courses,
Cross Cultural

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THEORETICAL ORIENTATION OF THE PROBLEM

Achievement motivation has been conceptualized in many different ways. Our understanding of achievement related effects, cognition and behaviour has improved. Despite being similar in nature, many achievement motivation approaches have been developed separately, suggesting that most achievement motivation theories are in concordance with one another instead of competing. Motivational researchers have sought to promote a hierarchical model of approach and avoidance achievement motivation by incorporating the two prominent theories: the achievement motive approach and achievement goal approach. Achievement motives include the need for achievement and the fear of failure. These are the more predominant motives that direct our behaviour toward positive and negative outcomes. Achievement goals are viewed as more solid cognitive representations pointing individuals toward a specific end.

Some people strive to achieve their goals for personal satisfaction and self-improvement while others compete with their surroundings in achievement settings to simply be classified as the best. Motivation and the resulting behaviour are both affected by the many different models of achievement motivation. These models, although separate, are very similar in nature and theory. The mastery and performance achievement settings each have a considerable effect on how an individual is motivated. Each theorist has made a contribution to the existing theories in today's achievement studies. More often than not, theorist's build on each other's work to expand old ideas and create new ones. An achievement motive is an impulse to master challenges and reach a high standard of excellence. Both personality and situational factors influence achievement motivation.

Achievement motivation is the desire to achieve a standard of excellence, to do well for the sake of doing well rather than for extrinsic reward. It has been noticed by behavioural scientists that people have an intense desire to achieve something, while others may not seem that concerned about their achievement. It is also noticed that people with a high level of achievement motivation exhibit certain characteristics.

Motivational researchers share the view that achievement behaviour is an interaction between situational variables and the individual subject's motivation to achieve. Two motives are directly involved in the prediction of behaviour, implicit and explicit. Implicit motives are spontaneous impulses to act, also known as task performances, and are aroused through incentives inherent to the task. Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. Also, individuals with strong implicit needs to achieve goals set higher internal standards, whereas others tend to adhere to the societal norms. These two motives often work together to determine the behaviour of the individual in direction and passion (Brunstein

& Maier, 2005).

Reich and Spence (1978) integrated achievement motivation theories and added the research on multidimensional combination, sex and sexual character of achievement motivation to create the work and family orientation questionnaire. As they pointed out in their research, achievement motivation comprised of four facets i.e. mastery, work orientation, competitiveness and personal unconcern, indicating the orientation of an individual toward challenging difficulties, working hard, surpassing, other people and not dreading success, respectively. The meaning of each facets is described as (a) mastery: the individual prefers more difficult, challenging and thought-demanding tasks, emphasizes self-surpassing and self-challenging, and persists in completing the work that has been started; (b) competitiveness: the individual desires to surpass other people and gains victory; (c) work orientation: the individual loves the work he/she engaged in and feels satisfied with the work and (d) success, i.e. he/she is not afraid of envy of exclusion that other people demonstrate against his/her success. Based on this four facets and further investigation thereon, it is found that interaction of mastery; competitiveness and work orientation is the main reason for excellent performance of an individual. It has a close relationship with personal achievement.

Stewart and Roth (2007) found that achievement motivation made people work hard to achieve their goals for fulfilment and achievement satisfaction. They found that compared with managers, entrepreneurs manifested higher orientation toward achievement motivation, because they usually setup venturesome targets and achieve the goals bravely. Atkinson and Feather (1966) proposed theory of achievement motivation. They stated that a person's achievement oriented behaviour is based on three parts. The first part being the individual's predisposition to achievement, the second part being the probability of success, and third, the individual's perception of value of the task.

Students may have the desire to achieve, and the ability to accomplish the task, but feel the accomplishment has little or no value and feel doing it is not worth the effort or time. Others may fear that they are not capable of completing the required task, so they do not even begin. They feel it is better to receive a lower overall grade than to prove they do not have the ability to correctly complete the task (Monte & Lifrieri, 1973).

The experimental researches tremendously improved the knowledge about the motive to achieve (Gesinde, 2000). Achievement motivation could be seen as self determination to succeed in whatever activities one engages in, be it academic work, professional work, sporting effect among others. Gesinde (2000) posits that the usage to achieve varies from one individual to other, while for some individual need for achievement is very high, whereas for

others it may be very low. However, there are high achievers and low achievers. What is responsible for the variation could be the effect that achievement motivation is believed to be learnt during socialization process and learning experiences. As a matter of fact the various from one individual to the other Gesinde (2000) asserts further that, those who have high achievers as their models in their early life experience would develop the high need to achieve, while those who have low achievers as their models hardly develop the need to achieve.

It has been proposed that there are many factors that promote or hinder the success of students in post-secondary education institutions (Lamport, 1993). Among these factors, achievement motivation and satisfaction with the college experience have been linked to student attrition and performance (Hatcher, Prus & Fitzgerald, 1992; Klein, 1990; Lamport, 1993). Specifically, Spanard (1990) indicated that persisting students have more motivation than non-persisting students and non-persisting students are less involved in college life and activities. Attrition has been an important topic of discussion and research as it has been shown that between 40% to 50% of higher education students do not complete their degrees. Although, substantial research has been completed on achievement motivation (Apler, 1974; Fries & Knox, 1972; Helmreich & Spence, 1978) and satisfaction with the college experience (Lamport, 1993), the results have been inconsistent, as researchers have used various operational definitions as a basis of investigation.

Also, in examining the issue of academic performance and attrition, achievement motivation and satisfaction with college need to be considered as they relate the non-traditional student (Lamport, 1993; Nunn, 1994) Sheehan, McMenamin and McDevitt (1992) reported that, according to the college Board, the non-traditional college student population (25 years old and greater) has greatly increased and is almost equal to the traditional student population.

Due to the general life experiences and life differences of these students, there may be difference in their achievement motivation, satisfaction with the college experience and reason for pursuing an education. Since older students are prevalent in higher education, it would be beneficial to take a closure look at their learning experiences in order to help facilitate the creation of an environment that best meets their educational needs and goals (Nunn, 1944; Sheehan, McMenamin & McDevitt, 1992; Spanard, 1990; Yarbrough & Schaffer, 1990).

McClelland's theory is important as he argues that the achievement motive can be taught. It can be achieved by learning. A manager can raise achievement need level of his subordinates by creating a healthy work atmosphere, provision of reasonable freedom to subordinates, provision of more responsibilities and by making tasks more interesting and challenging. Even reward and appreciation of high performance of subordinates is useful for

raising their achievement need level. This is how motivation of employees is possible by developing the desire for higher achievement in their mind. Such achievement motivation is necessary and useful for the success of an enterprise.

REVIEW OF RELATED LITERATURE

Study on learning styles, achievement motivation anxiety, and other correlates of high school students of agar regions revealed that (1) Sex did not make a difference in the learning style of students but it had direct bearing upon achievement motivation and anxiety (2) Age levels had little impact on learning style, achievement motivation and anxiety (3) There were urban-rural differences in learning styles of students as well as there is a difference in achievement motivation of urban and rural area, sex doesn't make difference but the age level makes little difference in students learning style (Verma, 1992). From the study on the influence of self- concept and achievement motivation on sex role perception of 360 adolescents' boys and girl, it is evident from the result that the adolescent who has high achievement motivation were more liberal in sex role perception. Those who had low achievement motivation were more conservative in sex role perception (Patil, Goankar & Katakai, 1994).

Study on intelligence, achievement motivation and study habits as correlates of academic achievement of 10th class students showed that (1) intelligence, achievement motivation and study habits are positively and significantly correlated with academic achievement (2) Academic achievement of high intelligence students is sufficiently better than low intelligence group students (3) There is significant difference between the academic achievement of high achievement motivation and low achievement motivation. Authors concluded that those have who have high intelligence, high achievement motivation and good study habits they can achieve their goal (Lekhi & Gurinder, 1995).

Study on the effect of achievement motivation, self confidence and assertiveness upon adjustment of 400 higher secondary (11th and 12th) grade female students from two rural and urban government higher secondary schools, governed by board of secondary education, Rajasthan located in Jaipur district showed that (1) Highly motivated girls were found to be more adjusted educationally. (2) Self confident girls were found to be more adjusted in total and in all areas (emotionally, social, educational, home and health) among rural, urban and total sample of girls and (3) Highly assertive rural areas were found to be more significantly adjusted in total as well as in social and home areas. Investigators concluded that highly achievement motivated self-confident and highly assertive rural areas girls were adjusted in total and

in all areas (Mehta & Kaur, 1996).

A study on effects of the place of residence, occupation and educational qualification of father on achievement motivation showed that children of service group were found to have significantly better achievement motivation as compared to their counter parts. At last the investigator concluded that residence occupation and educational qualification make influence on children achievement motivation (Panda & Jena, 2000).

Study on achievement as related to academic achievement motivation and attitude towards study of history revealed that 54.5% of students have relatively high level of academic achievement motivation, and the rest (45.4%) have relatively low level of academic achievement motivation. The gender, locale of school, economic conditions of students and communities of students have caused no significant difference in respect of their achievement in history, academic achievement motivation and their attitude towards the study of history. The educational status of parents has caused significant difference in respect of their achievement in history, academic achievement motivation and their attitude towards the study of history. There is significant and positive relationship between the higher secondary student's achievement in history and their academic achievement motivation (Krishna & Murthy, 2001).

Study on Relationship self-esteem and achievement motivation of women in colleges of education, Kwara State showed a statistically significant relationship between achievement motivations and self -esteem of college women with Pearson product Moment Coefficient of 192. There was a significant difference between the self-esteem of their counterparts who are low in achievement motivation. Based on the findings it was recommended that college women need to imbibe the spirit of hard work which can influence competence on tasks and disregard worry, fear and anxiety which influence low self-esteem (Ajayi, 2002).

Study on achievement motivation of rural and urban students showed that there was significant difference between achievement motivation of boys and girls; Mean scores of girls of achievement motivation test were 35.32, which were greater than mean scores of boys 34.57. Findings of the study showed an insignificant difference ($f=1.85$, $p>0.05$) between achievement motivation of rural and urban students. Researcher find that rural and urban education have no difference it means that there is education facilities provided in both areas but there is significant difference in boys and girls education this is may be due to restriction for girls in Indian society (Kaur, 2004).

Study on relationship between quality of home environment, locus of control and achievement motivation among high achiever urban female adolescents showed that good quality of home Environment had significant positive correlation with high level ($p<0.001$) of achievement motivation

among high achievers. It was found that as the quality of home environment gets deteriorated, the level of achievement motivation also gets deteriorated. Internal locus of control had significant positive correlation with quality of home environment. External locus of control was non-significantly related with achievement levels and quality of home-environment significantly greater proportion of high achievers with average level of achievement motivation showed internal locus of control. Whereas distribution of high achievers with high and low levels of achievement motivation showed no significant difference for the internal and external locus of control. Investigator evaluates that quality of home environment internal locus of control has significant correlation among high achiever and external locus of control doesn't differ significantly (Bansal et. al, 2006).

Study on achievement motivation and adjustment patterns of visually disabled and normal pupils showed that (1) Disabled and normal pupils do not differ significantly ($t=1.16$; $p>.05$) with respect to achievement motivation because visually disabled possesses the same personality characteristics as that of the normal persons. (2) Visually Disabled and normal pupils differ significantly ($t=2.14$, $p<0.05$) with respect to social adjustment. (3) Visually Disabled and normal people do not differ significantly ($t=0.92$, $p>0.05$) with respect to home adjustment. (4) Visually Disabled and normal pupils don't differ significantly ($t=1.80$, $p>0.05$) with respect to health adjustment also. (5) Visually Disabled and normal pupils differ significantly ($t=2.11$, $p<0.05$) with respect to emotional adjustment. (6) Visually Disabled and normal pupils don't differ significantly ($t=0.07$, $p>0.05$) on school adjustment. (7) Visually Disabled and normal pupils differ significantly on overall adjustment. The reason behind this result is to their visual disability that's why they revealed poor overall adjustment as compared to normal pupils. Researcher concludes that visually and normal pupils are not differ significantly with respect of personality characteristics, home adjustment, school adjustment and they differ significantly on social adjustment, emotional adjustment and overall adjustment this is due to sensory deprivation, blind and unable to cope in every sphere of life (Gupta & Shagufta, 2007).

Study on self-esteem and achievement motivation as determinants of students' approaches to studying revealed that students' self-esteem and achievement motivation have Study on Achievement Goals and the Hierarchical Mole of Achievement Motivation. The study suggested that the achievement goal approach has attained prominence in the achievement motivation literature and has produced a valuable empirical yield. However, the precise nature of the achievement goal construct is in need of scrutiny, as is the issue of how achievement goals and their antecedents combine to produce competence-based self-regulation. In this article, they address these important conceptual issues in the context of the hierarchical model of achievement

motivation. The approach-avoidance distinction, which has been an integral part of the achievement motivation literature since its inception, is highlighted throughout the study (Elliot et. al, 2001).

Study on academic locus of control, achievement motivation, and academic self-efficacy: predicting academic achievement in Hispanic and non-Hispanic middle school children. The findings showed that non-Hispanics demonstrated a higher level of achievement motivation than Hispanics. Interventions designed to promote academic self-efficacy and achievement motivation in children, especially Hispanic children, may kindle academic growth (Martinnnez, 2003)

Study on the effects of competition on achievement motivation in Chinese classrooms revealed that students in the competitive condition performed better in easy tasks than their counterparts in the non-competitive condition. However, they were more performance- oriented and more likely to sacrifice learning opportunities for better performance. They were also prone to have worse self-evaluation after failure. Although there were no statistically significant differences between the two conditions in task enjoyment and achievement attribution, the direction of the differences was consistently unfavourable to students in the competitive condition (Cheung, 2004). Motivation arises from a desire to learn a topic due to its inherent interests for self-fulfilment, enjoyment, and to achieve a mastery of all subjects. On the other hand, in every sphere of life and at various phases of activities, motivation plays a virtual role, so our success and achievement in life depend on motivation. Motivation is said to be the heart of learning. Achievement motivation gives purpose or direction to human or animal behaviour.

NEED OF THE STUDY

Achievement motivation is very essential for the success of an entrepreneur or enterprise. Every employee should have some objective, which he desires to achieve. Such desire for achievement acts as a motivating factor. According to McClelland, the need for achievement is the most important need. It can be used as motivating factor for economic progress of a nation and even for the success of an enterprise or entrepreneur. An entrepreneur or a manager has to put forward some objective before every employee and encourage the employee to achieve the same. To create the desire for achievement of objective is a way to motivate employee. In this way, achievement motivation is useful for the success of an enterprise/entrepreneur.

Achievement Motivation also referred to as the need for achievement is an important determinant of aspiration, effort, and persistence when an individual expects his performance will be evaluated in relation to some standard of excellence. Such behaviour is called achievement-oriented.

Achievement Motivation is an interesting topic that should be carefully examined to find its core purpose. It is first developed by an individual who has an extreme interest in accomplishing a task, therefore, is determined to put forth an effort in accomplishing the task if one desires to. There are people who take on the role of achievement motivation in a different manner. For instance there are some who are motivated to achieve their goals only if their performance is evaluated and an award is given. However, there are some who are motivated to achieve their goals because of their fear of success or failure.

One of the most pressing problems society faces involves the persistence of group differences in academic achievement between ethnic and general groups. In Lovely Professional University (LPU), greater emphasis is being put on technical and professional courses, which are a prerequisite to industrial and technological development. As an exceptional university, Lovely Professional Universities academic environment is shaped by its teachers, whose dedicated focus is on technical challenges and providing motivation to the student. For perfect academic delivery, Lovely Professional University believes in admitting the best students. Many of our students are selected from the best institutes across world. Lovely professional university has a diverse student community with varied cultural backgrounds from 26 different states and 16 different countries.

In the backdrop of the above, the investigator proposed to make an attempt to explore the achievement motivation of foreign students pursuing technical and professional courses in the Lovely Professional University.

OPERATIONAL TERMS USED

Technical Courses: These courses include Engineering, Computer Science and Paramedical Sciences.

Professional Courses: These courses include Education, Management and Humanities.

Foreign Students: The students belonging to countries such as Burundi, Tanzania, Rwanda, Bhutan, Bangladesh have been defined as foreign students.

Cross Cultural: Cross-cultural studies make explicit comparison of a number of societies. These studies make an important contribution to our understanding of educational and social phenomena, for the seek to demonstrate whether findings concerning human behaviour are valid for all human beings or are confined to one culture.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out the achievement motivation of foreign students pursuing

technical courses.

2. To find out the achievement motivation of foreign students pursuing professional courses.
3. To compare the achievement motivation of foreign students pursuing technical courses and professional courses..

HYPOTHESIS OF THE STUDY

There is no significant difference in the achievement motivation of foreign students pursuing technical courses and professional courses.

RESEARCH METHODOLOGY

Survey method has been used by the investigated to collect the relevant information for the study.

SAMPLE

25 foreign students have been selected purposively from Engineering, Computer Sciences and Paramedical Sciences to constitute a total sample of 50 students under technical courses. Similarly, 25 students have been selected purposively from Education, Humanities and Management to constitute a total sample of 50 students under professional courses. The details are given in Figure 1.

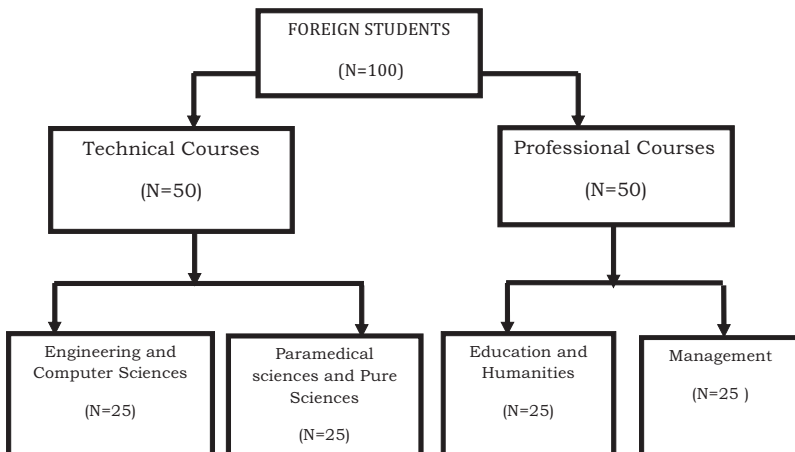


Figure 1. Sample Distribution of Students of Technical and Professional Courses.

TOOL USED

The Deo Mohan Achievement Motivation Scale developed by Deo and Mohan (1985) has been used for the research work. This scale consisted of 50 items as suggested by McClelland and Atkinson. Out of 50 items 13 are negative and 37 are positive items. The items in the scale evolved achievement imagery related to known achievement experiences of the respondents in comprehensive and accessible language. Final form of the scale comprised of 50 items having five options for rating that is always, frequently, sometimes, rarely and never, out of which 13 items are negative with numerical values 0 to 4 and 37 items are positive with numerical values 4 to 0 respectively.

The term motivation refers to any organismic state that mobilises activity, which is in some sense selective or directive as is suggested by Deo-Mohan. In fact, this is one of the most important manifests of social needs and personality variable. The scale was developed to measure the achievement motivation. Achievement motivation is a variable which is used in many studies in education either as a main or secondary variable or as a moderator variable. This standard verbal scale is found to be a very useful instrument in researches. To prepare the present scale, an effort was made to study factors suitable measuring the achievement motivation. This scale covers three areas such as academic factors, factors of general field and social interests. The scale contains 50 items.

Academic Factors

Academic factors include: academic motivation, need achievement, academic challenge, achievement anxiety, importance of grades or marks, meaningfulness of school/college tasks, relevance of school/college to student's future, attitude towards education, work methods, attitude towards hers, warmth of interpersonal relations, college concern for the individual, and implementation of educational objectives.

Factors of General Field of Interest

Competition in co-curricular and curricular activities, sports and athletics, fine arts and dancing, music, painting, debates and orations, mountaineering or hill climbing or hiking, cross-country races, sports, domestic crafts for girls, cooking, embroidery etc., reading and writing, and experimentation or any act of creation.

Social Interests

Social interests comprise the activities such as organizing and participating in social activities, arranging exhibitions, social functions etc. The reliability of the scale is 0.34 and validity of the scale is 0.54. Range of scores has been developed through calculation of quartiles as shown in Table 1.

Table 1**Range of Score of Achievement Motivation.**

Sr. No	Range of Score	Categories of Achievement Motivation
1	Below 50	Low Achievement Motivation
2	50-150	Average Achievement Motivation
3	Above 150	High Achievement Motivation

RESULT AND DISCUSSIONS

The aim of the present study is to examine the level of Achievement Motivation of technical and professional college students. The results and discussion are one of the most important part of a research report. Hence, this section mainly deals with the content analysis of the scale based on Achievement Motivation of technical and professional students of LPU.

a) Achievement Motivation of Students Pursuing Technical Courses

To achieve this objective, mean was computed on the basis of the scores of college students perusing technical courses which has been interpreted and represented in the Table 2 below.

Table 2**Mean Score of College Students Pursuing Technical Course.**

College Students	N	Mean
Technical Courses	50	131.74

Result in Table 1 shows that the mean score of the technical students is 131.74. The average score of technical students lies in high achievement motivation category as calculated through quartiles Q1 (50) and Q3 (100). Therefore, it can be concluded that technical students possess moderate level of achievement motivation.

b) Achievement Motivation of Students Pursuing Professional Courses

To achieve this objective, mean was computed on the basis of the scores of college students pursuing professional courses which has been interpreted and presented in the Table 3 below.

Table 3**Mean Score of College Students Pursuing Professional Courses.**

College Students	N	Mean
Professional Courses	50	127.4

Table 3 shows that the mean score of the technical students is 127.4. The average score of professional course students lies in moderate achievement motivation category as calculated through quartiles Q1 (50) and Q3 (150). Therefore it can be concluded that professional courses students possess moderate level of achievement motivation.

c) Comparison of the Achievement Motivation of Students Pursuing Technical Courses and Professional Courses.

To achieve the third objective, the hypothesis "There is no significant difference in the achievement motivation of college students pursuing technical courses and professional courses" was framed. To test the hypothesis, Mean value and t test were computed on the basis of the scores of college students pursuing technical courses and professional courses, which has been interpreted and represented in the Table 4.

Table 4
Mean Scores and SD of the Technical and Professional Courses.

Students	No.	Mean	SD	S.Ed	<i>t</i>	Result
Technical	50	131.74	21.124	4.0	1.085	Not Significant
Professional	50	127.4	19.80			

From Table 4 it can be interpreted that there exists no significant difference in the achievement motivation of students pursuing technical courses and professional courses as the calculated *t* value (1.085) was less than the table value (2.07) at 0.05 level of significance. The mean value of technical students of ($M=131.74$) was greater than professional students ($M=127.4$) but was not statistically significant. Therefore, it can be concluded that technical students and professional students does not differ in their achievement motivation level.

The students enrolled in technical and professional courses possess moderate level of achievement motivation. The students enrolled in technical and professional courses do not differ in their achievement motivation level. Hence it can be concluded that the nature of courses and achievement motivation of the students are not interrelated.

RECOMMENDATIONS

- The students enrolled in technical and professional courses should be exposed to variety of situations to enhance their achievement motivation level.

- Encourage personal challenges for students such as reading more books and learning a new hobby in addition to academic pursuits. These activities build self-esteem, which increases internal motivation.
- Praise and reward for bringing improvement themselves. There is nothing wrong with using external motivations such as praise, privileges and prizes. However, do not rely on these methods to transform a reluctant learner overnight.
- Set high expectations for achievement at the beginning of the year. Briefly explain educational objectives that they are supposed to master, and challenge them to meet and exceed them.

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