

**EDUCATIONAL MOTIVATION AND ACHIEVEMENT
MOTIVATION AMONG STUDENTS WITH DIFFERENT
ACADEMIC PERFORMANCE**

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Abstract. Empirical research is devoted to the study of the relationship of educational motivation and motivation to achieve students with different academic performance. Motivation is an important component of any learning technology, as it affects both the active involvement of participants in collaboration and the result of training. In our research the concept of motive and motivation is considered, specifics of educational motivation, motivation of achievement, namely, motive of achievement and motive of avoidance of failures are revealed, and also the role of these motivations in educational activity is found out.

The aim of our research is to study the relationship of academic motivation and achievement motivation of students with different academic performance.

We suggested that the relationship between academic motivation and achievement motivation of students with different academic performance is different, and the impact of academic motivation on academic performance is higher than the impact of student achievement motivation.

In this study, the motivation for success we understand as a set of goals, needs and motives that stimulate the student to achieve the corresponding goal. To study the motivation of achievement, the method of diagnostics of A. Mehrabian's achievement motivation was used. It allows you to determine the predominance of one of the motives – the motive of striving for success or the motive of avoiding failures.

Educational motivation is defined as a particular type of motivation included in educational activities. The formation of educational motivation is not just an increase in positive or aggravation of negative attitudes to learning, and the complexity of the structure of the motivational sphere. Some motives are related to the content of the educational activity itself and the process of its implementation, others - to the wider relationship of the student with the environment.

To study the level of formation of educational motivation, we used the method of diagnostics of educational motivation of students A. A. Rean and V. A. Yakunin.

Research of academic performance was carried out by studying the rating of the success of mastering the educational material by students at the end of the last semester of their training.

The results of the comparative analysis (n=83) of groups of students with different academic performance in terms of the frequency of the trait clearly demonstrate the positive impact on the academic performance of students as a more pronounced educational motivation, and more pronounced motivation to achieve, that is, the motivational trend of the desire for success. Thus, the most significant correlation was found between the indicators of the level of educational motivation of students and indicators of the level of academic performance of students ($r=0.73$ at $p<0.05$), which indicates their interdependent change. The next most important correlation was found between the indicators of the level of motivation of students and indicators of the level of academic performance of students ($r=0.62$ at $p<0.05$). The greatest number of students have an average level of achievement motivation, i.e. they do not have a pronounced motivational tendency to focus on success and avoid failure. This allows them to learn the program material well, but does not contribute to the achievement of high results in educational activities.

The average profile of educational motivation and motivation of achievement of students in view of their academic performance clearly demonstrates the relationship of educational motivation and motivation of achievement of students with different academic performance.

It is proved that there is a statistically significant relationship between the level of educational motivation and motivation to achieve students. Both academic motivation and achievement motivation have a positive impact on students' academic performance. The degree of influence of educational motivation on academic performance of students is higher in comparison with achievement motivation.

Keywords: Academic motivation, achievement motivation, academic performance, pursuit of success, avoidance of failure

Introduction

To date, the issues of motivation of students are becoming very important. In them the main features of interaction of the person and modern society in which, educational process gains priority are accordingly shown. Motivation is an important component of any learning technology, as it affects both the active involvement of participants in collaboration and the result of training. At the same time, the peculiarities of the relationship between academic motivation and achievement motivation of students with different academic performance remain poorly studied.

Objectives of the study

The aim of our research is to study the relationship of academic motivation and achievement motivation of students with different academic performance.

We suggested that the relationship between academic motivation and achievement motivation of students with different academic performance is different, and the impact of academic motivation on academic performance is higher than the impact of student achievement motivation.

Methodology

The analysis of the scientific literature on an investigated problem, we can conclude that the study of motives in psychological science, takes place in different directions, namely, their classifications of the phenomenological descriptions, the construction of the structure of individual motifs. One of the directions in modern psychology is the study of motives on the principle of their interaction.

Under the motive it is advisable to understand, first of all, a certain product of motivation, that is, mental activity, the ultimate goal of which is the formation of human activity to achieve a certain goal. In turn, motivation is a set of motivating factors that determine human activity. Motive, unlike motivation, is what belongs to the subject of behavior, is his stable personal property, from within prompting to certain actions. The majority of authors consider educational motivation as a special kind of motivation, characterized by a rather complex structure, including both internal and external motivation which involves various components (Sacci N. 2012).

The most significant characteristics of educational motivation include its relative stability, the relationship with the level of intellectual development and the nature of educational activities. In addition, the training motivation consists of a number of motives that are constantly changing with the new generations. In this regard, the formation of educational motivation is not just an increase in the positive or aggravation of the negative attitude to learning, and the complexity of the structure of the motivational sphere of the student (Vilyunas V.K. 2006).

Today in psychological science there are different points of view regarding the motivation to achieve success. On the one hand, it is considered as a functional system of affective and cognitive processes integrated together. On the other hand, the motivation of achievement is understood as a process that is dynamically unfolding, and not as a factor guiding activity (Gordeeva T. O. 2006).

In this study, the motivation for success we understand as a set of goals, needs and motives that stimulate the student to achieve the corresponding goal. This motivation in practice is manifested in the active desire of the

student to perform certain activities at a sufficiently qualitative level, while experiencing a state of satisfaction. At the same time, a high level of achievement motivation means that the student has a predominant desire for success, respectively, a low level of motivation indicates that the student is dominated by the desire to avoid failure (Magomed-Eminov M.Sh., 2001). Depending on the severity of motivation of achievement of success or avoiding of failures, the trainees students the results of their work, tend to explain in different ways. So students who strive for success, their achievements are attributed internally to personal factors (abilities, personal qualities, knowledge, effort, etc.), and those who are aimed at avoiding failures - external factors (complexity of tasks, luck, different conditions, etc.) (Dubovitskaya T.D. 2005).

Results

As part of the empirical study, the diagnosis of educational motivation and motivation of students 'achievement was carried out, the results of students' academic performance were studied.

To study the motivation of achievement, the method of diagnostics of A. Mehrabian's achievement motivation was used. It allows you to determine the predominance of one of the motives – the motive of striving for success or the motive of avoiding failures.

Educational motivation is defined as a particular type of motivation included in educational activities. The formation of educational motivation is not just an increase in positive or aggravation of negative attitudes to learning, and the complexity of the structure of the motivational sphere. In psychological literature, different researchers distinguish different types of educational motivation, and prove that not all motives have the same motivational force. Some of them are related to the content of the educational activity and the process of its implementation, others - with a broader relationship of the student with the environment.

To study the level of formation of educational motivation, we used the method of diagnostics of educational motivation of students A. A. Rean and V. A. Yakunin. The method allows to determine the level of expression of the following educational motives: communicative motives, motives of avoidance, motives of prestige, professional motives, educational and cognitive motives and social motives, as well as the General level of educational motivation.

Research of academic performance was carried out by studying the rating of the success of mastering the educational material by students at the end of the last semester of their training.

More than half of the surveyed students (53 %) have an average level of academic motivation. 6% and 19.3% of students have high and above

average levels of educational motivation, respectively. The lowest number of students has lower average (14.5 %) and low (14.5 %) levels of academic motivation.

Thus, the largest number (54.2 %) of students have an average level of achievement motivation.

Below average and low levels of motivation achievements have respectively 16.9 % and 7.2 % of students. This category is motivated to avoid failure. The main, internal purpose of their activities, as a rule, is not to achieve the corresponding success, but to avoid possible failures. Most of the thoughts and actions are aimed at solving this goal. As a rule, these students are characterized by self-doubt, lack of faith in the ability to succeed, fear of criticism.

The lowest number of students have higher average (16.9 %) and high levels (4.8 %) of achievement motivation. This category is focused on success, clearly show the desire to achieve appropriate results in their activities, actively included in it, choose the means and prefer targeted actions. In the cognitive sphere, they expect to succeed, they are sure of it, they want to get approval for actions aimed at achieving the goal, and the related activities cause them positive emotions. These students are characterized by the mobilization of available internal resources and focus on achieving the goal. Almost half of the students (51.8 %) have average academic performance. Respectively, 26.5% and 21.7% of students have above average and low levels.

On the basis of the data obtained, three groups of students were formed for comparison: 1) students who have academic performance at a higher average level; 2) students who have academic performance at an average level; 3) students who have academic performance at a lower average level.

In group 1, the majority of students (68.2 %) have a higher average level of academic motivation. At the same time, it is important that in this group there are no students with lower average and low levels of academic motivation. The main number of students (59.1 %) have an average level of achievement motivation. At the same time, students with a low level of motivation do not have achievements in this group.

In group 2, the majority of students (97.7%) have an average level of academic motivation. At the same time, students with lower average and low levels of academic motivation are absent. The main part of students (69.8 %) have an average level of achievement motivation. At the same time, students with a low level of achievement motivation are absent in this group.

In group 3, the distribution of the diagnosed signs, both educational motivation and achievement motivation, is mainly concentrated on the lower middle and low levels.

Based on the results of the analysis on the frequency of the trait, as well as the definition of additional statistical derivatives, we have compiled an average profile of educational motivation and motivation of students' achievement, taking into account their academic performance.

The average profile of educational motivation and motivation of achievement of students in view of their academic performance clearly demonstrates the relationship of educational motivation and motivation of achievement of students with different academic performance. Thus, on average and below average levels of academic performance there are identical indicators of the severity of academic motivation (62.4, 38.2) and achievement motivation (61.4, 37.9). In addition, this relationship is confirmed statistically. Thus, the least significant correlation was found between the level of educational motivation and achievement motivation of students ($r=0.59$ at $p<0.05$), which indicates their interdependent change. These results confirm the hypothesis that educational motivation and motivation of students' achievement are interrelated.

At the higher average level of academic performance these indicators have differences, educational motivation - 85,7, achievement motivation - 70,1. These indicators confirm the hypothesis that the impact of academic motivation on academic performance is higher than the impact of achievement motivation.

Based on the above, it can be concluded that the educational motivation, as well as the motivation of achievement contributes to the better assimilation of knowledge by students, gives the initial basis for independent work with scientific literature, to the assimilation of the material in various ways, through different sources. In addition, educational motivation, as well as motivation to achieve gives impetus to the development of cognitive activity.

The results of the comparative analysis ($n=83$) of groups of students with different academic performance in terms of the frequency of the trait clearly demonstrate the positive impact on the academic performance of students as a more pronounced educational motivation, and more pronounced motivation to achieve, that is, the motivational trend of the desire for success. This positive impact is confirmed statistically. Thus, the most significant correlation was found between the indicators of the level of educational motivation of students and indicators of the level of academic performance of students ($r=0.73$ at $p<0.05$), which indicates their interdependent change. The next most important correlation was found

between the indicators of the level of motivation of students and indicators of the level of academic performance of students ($r=0.62$ at $p<0.05$). The highest number of students have an average level of achievement motivation, i.e. they do not have a pronounced motivational tendency to focus on success, and avoiding failure. This allows them to learn the program material well, but does not contribute to the achievement of high results in educational activities.

The above results confirm the assumptions that a more pronounced academic motivation and a more pronounced motivation to achieve students have a positive impact on their academic performance.

Conclusion

Thus, the study made it possible to draw the following conclusions. There is a statistically significant relationship between the level of academic motivation and motivation of students. Both academic motivation and achievement motivation have a positive impact on students' academic performance. The degree of influence of educational motivation on academic performance of students is higher in comparison with achievement motivation.

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