
RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND TIME MANAGEMENT WITH ACADEMIC PERFORMANCE

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ABSTRACT

Study is an important part of life and the task of efficient learning process dependent on factors such as achievement motivation and time management. Motivation is important factor in the process of learning, if the person is not properly motivated it will not bring about any change in achievement at school and he will not develop any goals of achievement. Well developed student time management skills are a foundation of good study habits. Time management strategies help students to stay motivated. The purpose of the research was to study relation of achievement motivation and time management to academic performance in high school student in Hyderabad. A sample of 400 students consisting of boys and girls were selected from 7th and 8th grad. The tools used in the present study to collect data were achievement motivation scale by Deo.mohan(1992) and time management inventory by Britton and Tesser's (1991). The data was collected in small groups. Later the data was analyzed by mean score, standard deviation, Pearson's correlation and regression. The result indicated that there was significant positive relationship of achievement motivation and time management to academic performance. The result also showed that extent of contribution of achievement motivation and time management to academic performance. Therefore it can be concluded that achievement motivation and time management has proved to be effective on academic performance of students and helped them for better performance and academic achievement.

Keywords: achievement motivation, time management, academic achievement.

Introduction

Education has been identified as an essential ingredient for the development of any society. Academic performance or academic achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Student's performance in school is a topic of great practical concern to teacher and parents and of great theoretical concern to researchers. Adell (2002) defines academic performance as the extent of demonstrated ability in school subjects as observable in the results of semester/seasonal examinations of students. Academic performance defined as knowledge gained or skills developed in school subject usually designated by test score or by marks assigned by teachers or by both (Good, 1973). Achievement may be defines as accomplishment or proficiency of performance in a given skill or body of knowledge or progress in school (Good, 1973).

One of the important factors influencing academic achievement is motivation. Even though good study- habits are developed, if the person is not properly motivated it will not bring about any change in achievement at school. If the child is not motivated, then he will not develop any goals of achievement. Hence children should be motivated, to study, to realize their full potentials and to use them in the correct way. The teachers or parents should encourage and help the students to develop proper goals and to strive to achieve them with success. Children may have average or above average intelligence but still lag behind in learning in their classes, the children are called academic failures. The reason for their failure in school subjects may be due to lack of interest, motivation, improper study habits and many other things. Motivation to learn is paramount's factor to student success, however, the sources of motivation is complex. A student with positive academic motivation has a desire to learn, likes learning related

activities believe that school is important. Positive achievement motivation not only helps a child Success in school, but also helps the child to see that learning is rewarding and important in all aspects of life school, work, and community. Most student tend to fall somewhere in the middle of this achievement scale between extremely high achievers and those who may not achieve at all (Alschuler, 1973).

Everyone has a need to achieve and a fear of failure, but these needs vary from person and from situation. Each student acts on the levels of motivation differently, but some student are predisposed to having little desire to accomplish certain task (Atkinson, 1999). All students are influenced by achievement motivation (Atkinson, 1999, Spence 1983, wlodkowski, 1985).

On the other hand, a well-developed student time management strategies led to success, ineffective time management strategies lead to failure, and it's that simple. Time management strategies help student to stay motive and top of their deadlines for projects, help eliminate procrastination, and help to balance academic and fun time to maintain a healthy life. Despite a large literature lauding the benefits of time management behaviors in general (Warihay, p., 1978) and for sales performance in particular (Berkowitz, E.N., & Ginter, J. L., 1978), the available literature suggest some controversy regarding whether the expected benefits of time management are realized in practice (Macan.T.H., 1994). A high level of academic performance may not always be associated with a high intelligence quotient or hard work; it may be related to effective learning and cognitive strategies. (Kleijn, W., Ploge, H., Topman, R., 1994).

Time management has been referred to as techniques for managing time (Adams & Jex, 1997, 1999; Jex & Elacqua, 1999; Davis, 2000; Macan, Shahani, Dipboye, & Philips, 1990; Macan, 1994, 1996; Mudrack, 1997); a technique for effective

time use, especially having enough time to accomplish the many tasks required (Orpen, 1994; Slaven & Totterdell, 1993; Woolfolk & Woolfolk, 1986); planning and allocating time (Burt & Kemp, 1994; Francis-Smythe & Robertson, 1999); the degree to which individuals perceive their use of time to be structured and purposive (Bond & Feather, 1988; Strongman & Burt, 2000; Vodanovich & Seib, 1997); a way of getting insight into time use (Koolhaas, Sijtsma & Witjas, 1992); a technique to increase the time available to pursue activities (King, Winett, Lovett, 1986); time management practices intended to maximize intellectual productivity (Britton & Tesser, 1991); an application of self-regulation processes in the temporal domain (Griffiths, 2003); coping behavior in at-risk populations (King, Winett, Lovett, 1986); self-regulation strategies aimed at discussing plans, and their efficiency (Eilam & Aharon, 2003); the use of procedures that are designed to help the individual to achieve his or her desired goals (Hall & Hursch, 1982); ways to assess the relative importance of activities through the development of a prioritization plan (Kaufman-Scarborough & Lindquist, 1999); clusters of behavior that are deemed to facilitate productivity and alleviate stress (Lay & Schouwenburg, 1993). Some authors gave no definition at all (Barling, Kelloway & Cheung, 1996; Simons & Galotti, 1992; Trueman & Hartley, 1996).

Time is a commodity that cannot be stored and lost time cannot be regained. However, for every task time is a requirement. Consequently, constructive methods are those that improvement time management and help develop better strategies for studying. Individuals differed in skills and are unlikely to be reflected in a direct increase in performance for all individuals. Rather, increasing time management behaviors is likely to enhance the effectiveness of motivated students and have little consequence for students who are not motivated to perform. Today the use of

time or managing time is a critical issue both for individuals and organizations. Good time management behaviors such as setting goals and priorities as well as monitoring the use of time (Macan et al, 1990) can facilitate productivity and minimize stress (Lay & Schouwenburg, 1993), contributing to work effectiveness (Kotter, 1982, Mackenzie, 1990) and academic success (Britton & Tesser, 1991). Thus this study is trying to find relationship of achievement motivation, time management to academic performance, and to help the students to develop time management skills to motivate them to achieve better results. Let us go through these concepts in little depth.

Achievement Motivation

Achievement Motivation defined, the drive to achieve is present to some degree in all individuals and is defined by Waxman and Huang (1997) as a need to strive towards standards of performance encountered in a wide range of situations especially in the school environment. Student motivation is an important aspect of learning and effective instruction. When students are motivated to perform competently on academic tasks they will learn in accordance with their abilities. Students' learning is maximized when their achievement motivation is enhanced.

Regarding achievement motivation, it has long been regarded as one learns to understand student's interest, engagement and persistence in learning activities which in turn determines student learning and school success (Gilman & Huebner 2006). To almost any educational psychologist, it is one of those things that has been and probably always will be at the heart of teaching and learning (Maehr & Meyer 1997). However adolescent's strong motivation for learning in school diminishes by the early years of adolescence, and poor motivation becomes one of the chief predictors for teenager's low achievement in secondary school (Krause, Boucher &

Duchesne 2003). Thus it is valuable to study adolescent's achievement motivation especially the factors that can affect it.

Among contemporary motivational theories and approaches, the achievement goal approach has been one of the most influential and predominant approaches since the early 1980s (Covington 2000; Elliot 2005). In this research achievement motivation is understood from the perspective of achievement goal orientation, in which achievement goals refer to the aim or purpose that one is committed to in guiding and sustaining his or her behavior (Dweck & Leggett, 1988; Elliot & McGregor, 2001; Elliot & Murayama, 2008).

Regarding academic achievement, good or poor academic has far-reaching significance for student's immediate psychological development, the possibility of entry to higher education, and their future careers and citizenship. For example the important decisions that adolescent make about schooling and careers depend on their achievement in school, as well as on their competence evaluation and their aspirations for the future (Eccles 2004). Although differences in school performance and achievement are apparent as early as the first grade, it is not until adolescence that individual begin to appreciate fully the implications of these differences for immediate and future success (Steinberg 2005).

The achievement motive is a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence. Though it involves planning and striving for excellence, the more important dimension in this concept is the attitude towards achievement, whether the individual has accomplished the goal or not is secondary. Thus, achievement motivation includes a wide variety of activities. The definition of motive, as given by McClelland (1961), is an "a reintegration of a change in a fact by a cue and anticipation of a future change in

fact contingent upon certain actions". The term "reintegration" indicates the reinstatement of psychological process at the conscious level because of stimulation by an environmental event. The environmental event may have some psychological bearing. The environmental event act as a cue and becomes the cause of the affect in arousal, McClellan strongly contends that all human motives are learnt in the environment. The Development of the need for achievement is influenced by a number of factors. These include cultural values, social role system, educational process etc. Of course, social role system and educational process cannot be separated. For example: A society where the culture is to aspire the individual will somehow to be placed in a social role, where he is to be made ambitious to achieve. This aspiration is slowly induced and imbedded by the individual through the educational processes. The society influences the educational process in such a way that the culture develops aspirations within the individual.

Concept of Time Management

Time is an essential resource; it is irrecoverable, Limited and dynamic. Irrecoverable because every minute spent is gone forever, limited because only 24 hours exist in a day and dynamic because it's never static. It keeps on moving and does not wait for anybody. (Lucas B & David A, 2008) According to North (2004), Timemanagement is the organization of tasks or events by first estimating how much time a task will take to be completed, when it must be completed, and then adjusting events that would interfere with its completion so that completion is reached in the appropriate amount of time. Time management is not about getting more things done in a day. It is about getting the things that matter most done. Time management is the ability to decide what is important in life both at work, at home and even in our personal life. Time

Management plays a very important role not only in organizations but also in our personal lives.

Content of Time Management

According to Kalninsjames (2013), time Management plays a very important role not only in organizations but also in our personal lives. Time Management includes:

- Effective Planning.
- Setting goals and objectives.
- Setting deadlines.
- Delegation of responsibilities.
- Prioritizing activities as per their importance.
- Spending the right time on the right activity.

Research Methodology

The Sample

A sample of 400 students selected randomly from high schools in the twin cities. The sample consisted of 200 girl and 200 boy students from 8th and 7th classes. The sample belonged to middle socioeconomic background. The distribution of student's school wise and gender wise are presented in table 1.

Table1: Demographic of sample

Gender	Class		Age
	VII	VIII	
Boys	100	100	12-14
Girls	100	100	12-13
Total	200	200	

Measurement

Achievement motivation scale

Achievement motivation scale was constructed by Deo- Mohan (1992). This questionnaire is of the self-rating type and has 50 items. The Re-test method was applied to obtain the reliability and it was found 92, the following factors were accepted as the bases to prepare the item in the scale

Academic factors: Consist of, academic motivation, need achievement, academic challenge, achievement anxiety important of

grade of marks, meaning fullness of daily school task, relevance of school to students future goals, attitude towards teacher, warmth or interpersonal relations, college concern and implementation of educational objectives. Factor of general field of interest: Competition in curricular and co curricular activities consist of, sports and athletic, fine arts and dramatics, reading and writing, debates and oration, domestic craft for girls like cooking embroidery and experimentation or any art creation.

Social interest:

Consist of organizing and participating in social activities. Arranging exhibitions, social function etc. to sum up, items for the scale were based on: academic factors, factors of general interest and factors of social interest.

Administering and scoring of the achievement motivation scale:

This questionnaire is of the self-rating typed and can be administered in a group with 5 points to rate –Always, Frequently, Sometimes, Rarely and Never. There is no time limit. The scoring is numerical weight age from (4 to 0) for positive items and the reverse of it for the negative items. The total score is the summation of all the positive and negative item scores. The minimum score obtained can be 0 and the maximum is 200. Higher the score, higher is the achievement motivation.

Time Management inventory

Time management inventory was constructed by Britton and Tesser's, (1991). This inventory assesses three components of time management behavior: short range planning (7 items), time attitude (6 items), and long range planning (5 items), and totally has 18 items. The reliability was worked out by Chronbakh and it was .85.

Administering and scoring of time management inventory

The inventory can be administered in group. No time limit is there for subjects. All items are rated on a 5 point (always, frequently,

sometimes, infrequently, never). The scoring is numerical weight age from (5 to 1) for positive items and reverses for negative items. The total score is the summation of all the positive and negative item scores in that particular component. The maximum for short range planning is 35, for time attitude is 30, and long range planning is 25.

Academic performance assessment

Academic performance of the student was the total marks gained by students in their final examination which is actually the total of earlier exams average marks and the final exam marks.

Research Design of the study

Research design as defined by Kerlinger (1995) is the plan and structure of investigation so conceived as to obtain answer to research questions. The Ex-Post Facto research design was followed for conducting the study. Robinson (1976) defined ex post facto research design as any systematic empirical enquiry into which the independent variables have been directly manipulated because they had already occurred or they are inherently not manipulable. Keeping this in view, the adaptability of the proposed design with respect to the type of study, variables under consideration, size of respondents and phenomenon to be studied, the ex post facto was selected as an appropriate research design.

Data collection and procedure

Pilot Study

In this study, the pilot study has been done on 30 high school students from 7th and 8th grade consist of 15 boys and 15 girls. All questionnaires were administered for them. The main aim of this pilot study testing was to test, if any unforeseen problem, clarity of the language, hesitation to take part in the study, with the completion of the pilot study.

Procedure

The tools to be used for the main data collection were made ready after the pilot testing. Then the investigator sought the permission of the principal /head of the school and all questionnaires were administered in the class in the presence of one of school teacher, every questionnaire was administered in different day and data was collected from, 7th and 8th grad standard school, consisting of boys and girls. With the permission of the authority, the selected candidates were gathered in a room. The students were given a clear idea about the research and their consent was taken. First the background information was taken. In terms of occurrence, you can indicate your position simply by ticking a cross(x) in any one of the cells against each statement. Please remember that it is necessary to respond to all the items and if you do not understand any item please ask me. Your score will be kept confidential". The completed answer sheets were collected. Next day the second booklet and answer sheet for questionnaire of achievement motivation were distributed. The instruction given for achievement motivation scale was as follows:

"Here a series of statements pertaining to different aspects of achievement motivation and also the activities you do at school. You have to read each statement and tick the appropriate cells against each statement. Please remember that it is necessary to respond to all the items and if you do not understand any item please ask me. All your scores will be kept confidential." Once again the completed answer sheets were collected. Next day the booklets and answer sheets for the third tool time management inventory. The instruction given for time management inventory were as follows: "here a series of statements pertaining to different aspects of time management and your attitudes and managing your time. You have to read each statement and tick the appropriate cells against each statement. Please

remember that it is necessary to respond to all the items and if you do not understand any item please ask me. All your scores will be kept confidential". At the end of these sessions the daily completed answer sheet were collected.

Statistical Analysis

In this study, quantitative data from the questionnaires were analyzed by using Statistical Package for the Social Sciences (spss). The preliminary analysis was done by computing Mean, standard deviation. Later Pearson's correlation coefficient was calculated to indicate the existing relationship between, achievement motivation and time management to academic performance and to determine which variable has contributed more to academic performance.

Result and discussion

Table 2 presents mean, standard deviation, standard error of the achievement motivation.

Table 2: Mean, standard deviation, standard error, of achievement motivation for total sample

Variables	N	Mean	Std. Deviation	Std. Error of mean
Achievement motivation	400	147.11	19.37	.96

Table 3 shows achievement motivation has significantly high positive correlation with achievement motivation at 0.01 levels. ($r = .765$, $p < .01$). which indicate the students with better achievement motivation have given better academic performance.

Table 3: Relationship between achievement motivation and academic performance.

variable		Academic performance
Achievement motivation	r	.765**
	Sig	.000
	N	400

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

From table 3 it is revealed that achievement motivation had significant relationship with academic performance. The results were in conformity with, (Connell & Wellborn, 1991), the fund academic motivation results increased student's preoccupation in activities related to learning. Hendrickson (1997) found that motivation and attitude were the best predictors of student grade point average. (Biehler & Snowman, 1986), believe that motivation is a necessary ingredient for learning. (Fontana, 1981) believe that satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn. The findings by Mahyuddin, Elias & Noordin (2009) showed achievement motivation was significantly and positively correlated with academic achievement. Lirias (2009) reported that achievement motivation was significantly and positively related to mathematics and language achievement. Diseth A, Kobbeltvedt T (2010) found in his studies significant correlation between achievement motives, achievement goals, learning strategies and academic achievement. Wan Rafaei and Abdul rahman (1973) found in their studies significant correlation between achievement motivation and academic performance.

Time management and academic performance

Table 4. presented means, standard error of mean, standard deviation and variance of time management .The table indicate overall average performance on the dimension of time management. Short range

planning, time attitudes and long range planning of the sample were definitely higher.

Table 4: Means, Standard deviation and Standard Error of mean of time management for total sample

Variables	N	Mean	Std . deviation	Std. Error
Short range planning	400	24.27	5.30	.26
Time attitudes	400	21.08	3.62	.18
Long range planning	400	18.68	3.20	3.20

Table 5 present that: short range planning(r=.483), time attitudes(r=.395), long range planning (r= .400), show significantly high positive relationship with academic performance which was significant at .01 levels which indicates that student with better time management skills are better in academic performance.

Table 5: Relationship between dimension of time management and academic performance

Variables		Academic Performance
Short range planning	r	.484**
	Sig	.000
	N	400
Time attitudes	r	.395**
	Sig	.000
	N	400
Long range planning	r	.400**
	Sig	.000
	N	400

**correlation is significant at 0.01 levels (2-tailed).

From table 5 it is revealed that time management had higher positive relationship with academic performance. Short range planning, time attitudes, long

range planning had significant relationship with academic performance. The results were confirmed with studies (Claessens, Brigitte J.C.2005). (Claessens, VanEerde, Rutte, and Roe's, 2007) In general, studies report that time management exerts a positive influence on student learning outcomes (Claessens et al., 2007). High achieving students were found to exhibit more self-regulated learning skills (Zimmerman & Martinez-Pons, 1990), and with time management in particular (Eilam&Aharon, 2003). A perception of control over time was positively correlated with students' self reported academic performance (Macan et al., 1990) and with students' grade point averages according to university records (Britton & Tesser, 1991). (Bandura, 1989) has argued time management generally associated with better performance.

Contribution of achievement motivation and time management to academic performance

Academic performance is very important for student and various variables have influence on academic performance but some variable have more contribution on academic performance present study investigated contribution of achievement motivation and time management to academic performance.

Table 6. Contribution of time management and achievement motivation to academic performance.

Study variables	Correlation coefficient	Academic performance
Short range planning	r	.483**
Time attitudes	r	.395**
Long range planning	r	.400**
Achievement motivation	r	.785**

Table 6 shows the extent of contribution of study variable on academic performance according to this table the variables that have the greatest contribution on the academic performance respectively consist of: achievement motivation (r=.785), (r=.433), Long range planning (r=.400), Time attitudes (r=.395).

From table 6 it is revealed that achievement motivation, short range planning, long range planning, time attitudes, respectively have the greatest contribution on academic performance and thus the contribution of study variables on academic performance will not be the same. Not exist any research on particular part, but (Me combs and marazona 1990) found that Performance is a multiplicative function of both ability and motivation, student with very high ability but low motivation is unlikely to perform well, whereas a student with low ability but high motivation is likely to perform well. There are others who believe that it is not only reading, writing and mathematics abilities that influence academic performance, but also non ability variables, such as motivation (Barling& Charbonneau ,1992 ; Spence, Helmreich&Pred,1987) self efficacy (Bandura&Schunk,1981;Multon,Brown&Le nt 1991;Zimmerman,1989) and optimism(Nonis& Wright, 2003). Robbins, Steven B.; Lauver, Kristy; Le, Huy; Davis, Daniel; Langley, Ronelle; Carlstrom, Aaron(2004) found that the best predictors for academic performance are self-efficacy and achievement motivation. Poropat (2009) conducted a meta-analysis of the so-called Big 5 personality traits and found that all five factors (Extroversion, Neuroticism, Agreeableness, Openness, and Conscientiousness) predicted grades in primary school, secondary school, and college.

Conclusion

It can be concluded from this study that achievement motivation and time management consist of (time attitudes, short range planning, long range planning) has had significant relationship on academic performance and student with high achievement motivation and good skill's time management had better academic performance. Therefore it can be concluded that achievement motivation and time management to be effective in academic performance of students and helped them for better performance and academic achievement.

Implication

Achievement motivation influence the academic performance of the students, thus school should make provisions for good training program for enhancing achievement motivation. Individual counseling can serve as an effective intervention to improve their achievement motivation and personality.

Time management influence the academic performance of the student, thus school should make provisions for good training program to improve time management skills, individual counseling and workshop can be effective on time management skills of students.

Some teacher reform is also implied. While teaching in the traditional way has been somewhat successful, it is important that teachers are knowledgeable about the importance of each student's culture, motivation, learning strategies, time management skills in the classroom and aware of the variety of strategies that they can use to teach and model for students as related to achievement motivation and skills.

Recommendation

recommend that future research in an effort to support the qualitative findings of the

study conduct follow-up studies on a broader scale as regards to sample size, diversity of participants included in the study, and the number of schools included in the population study of more participants and/or more schools would almost certainly yield greater insight and perhaps an even closer convergence with the findings of this research. Future study should have greater consideration in assessing the socio cultural factors influencing achievement motivation, time management and academic performance.

The investigative study focused exclusively on high school's students thus; there is a need for future study to be directed toward elementary schools. Future research needs to ask the question as to whether or not the role of parents, caregivers as socializes of achievement on achievement motivation, time management and academic performance.

It would be interesting to make comparison, achievement motivation, time management and academic performance between urban and rural student.

Recommended that school counseling as an intervention is included as a variable in further research on the achievement motivation, time management and academic performance. Needs to ask the role of school environments, socioeconomic status, students' race, ethnicity, curriculum, parent involvement on academic performance.

Limitation

The limitations of this research are that other factors were not taken into consideration that may effect on school's academic performance; these factors are school environments, students' race, ethnicity, curriculum, parent involvement.

The scope was limited in that this researcher only studies relation of achievement motivation and time management to academic performance among 7th and 8th grade students.

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