



Investigating the Factors Affecting Students' Academic Achievement

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ABSTRACT

The variables of Achievement Motivation and authoritarianism are among the terminology of the psychology field that has an important role in the educational sciences culture. The research method was survey and data gathering tool was a questionnaire. Our statistical population includes all high school students in Semnan province, including girls and boys who were studying at high school between 1991-1998 years. Our sample is 140 people selected by stratified random sampling method. The results showed that students' academic achievement status is related to their Achievement Motivation. So our first hypothesis was confirmed. Also, the academic achievement status of students is not related to their authority, so our second hypothesis was not confirmed.

Keywords: Achievement Motivation, authority, academic achievement, students.

1. Introduction

The academic performance of students and the study of factors affecting is the topic that attention the major part of research and writing in the field of educational sciences to it. Therefore, many thinkers have long been studying in this field, trying to clarify its various aspects, and justifying improvements have been made in this regard. One of the factors that can affect students' academic performance is to have an incentive for progress, as well as authority incentive. Therefore, if these variables are empirically investigated and how their impact on academic achievement can be tested, if approved, it can be a great help in the field of education and training. Because usually in students' educational outbursts are expressed some factors such as laziness, low level of talent, and insanity, while motivations are the engine of every move and behavior. This paper attempts to rely on and by support of the research project that has been implemented attention to two variables of Achievement Motivation and authority and its role in the academic achievement of students.

2. Literature Review

The variables of Achievement Motivation and authoritarianism are among the terminology of the psychology field that has an important role in the educational sciences culture. that is to say, in researches and studies of experts is one of the important variables that have done serious work on it. We point to Achievement Motivation and authoritarianism in the field of personality psychology studies.

This article is taken from the author's master's thesis project at the 2000-2001 year in order to receive a master's degree in Educational Administration Public in Administration Training Center of Semnan and carried out by help of doctor Amin Beidokhti. In one study, the level of motivation of the 9th grade pupils were evaluated with equal intelligence and measured by the interview and the level of motivation. The results showed that students with a higher average grade had a higher motivation for progress while students with lower average grade, have low motivation to succeed. Japanese psychologists have shown great interest in the study of learning motivation.

Horney (1986) Distinguish between the various aspects of motivation. He says: "Almost all the studies that have been done about motivation refers to motivation learn what is socially and culturally valuable and less attention to business motivation that is valuable in person idea. It is Horney self-actualization motivation is an example of an incentive to work. Spaulding in the book "Motivation in the classroom," states that: "Research has shown that if students for success that is in intrinsic motivation is rewarded, it will hurt him to intrinsic motivation. Including the famous psychologist who made significant efforts in the field of motivation and especially achievement motivation and educational achievement motivation is Mr. "McClelland". In one of his studies concluded that education achievement motivation can have dramatic effects on academic performance. In the field of authoritarianism, there is also a background R. Spaulding has a classification of student behavior style. During his 20-year observation of the attitudes of children and adolescents in New York's public schools, he has identified eight coping styles Like

aggressive style, anti-power, passive as well as Vorof (1958) Studies in studies of power-seeking and authoritative people in organizations and believes These people prefer to participate in situations where competition exists and which leads to social status rather than prefer to neutral situations. He believes that while the motive for progress is on work and occupation, and it is important in the need for continuity in relationships with other people, those who need a lot of power are satisfied when they are in control of others and affect them. These people are more interested in being the leader of others. The social status of an independent occupation is of particular importance to them, they are more of a controversy.

students' progress at school not only depends on to their ability but also depends on to their motivation and attitudes. The basic structures that have provided psychologists to determine this aspect of the development is "Achievement Motivation ". The role of Achievement Motivation in the field of theoretical debates has prompted many experts to comment, but what was the reason of doing this research is shortening field research in this field and in our country the most of done work is by foreign researchers or theorists. So we're looking variable that we want their relationship to each other to measure and test. Independent variables are achievement motive and authority with the dependent variable of academic achievement. If the assumptions that are based on this plan are confirmed and the positive relationship between each of the independent variables with the dependent variable is proved, then our general goals, which are confirmed by the views of the experts, are fulfilled and our partial goals, which include providing guidance to parents and coaches there are stabilized. Thus, according to the material presented in this paper, two hypotheses have been proposed:

First hypothesis: Students with academic achievement have higher achievement motivation.

The second hypothesis: Students who have academic achievement has motivated authority.

3. Methodology

Our statistical population includes all high school students in Semnan province, including girls and boys who were studying at high school between 1991-1998 years. Our sample is 140 people selected by stratified random sampling method 70 enhancements students were selected and 70 students with the lack of progress in the 70-member group were classified 35 female students and 35 male students. First, the motivation questionnaire, which has 29 completed questions and the authoritarian inventory questionnaire made by the researcher and there are 10 queries of the Likert range. To determine the reliability of both questionnaires The method of two halves is used and to determine their correlation, Pearson correlation coefficient was used.

Table 1: Cronbach's alpha Reliability coefficient

Question issue	Number of questions	Number of subjects	Reliability coefficient
Motivation for progress	29	140	75%
Authority	10	140	69%

Questionnaires distributed among the statistical samples and after the completion and statistical analysis that will be explained in the relevant section.

The weighted score was given to each one of the questions is shown in the table.

Numeric value	a	B	C	D
Group A	1	2	3	4
Group b	4	3	2	1

We used the mean for comparison between relevant question of every assumption to test the hypothesis, the Chi-square test (χ^2) was used.

4. Finding

A: Out of the 140 subjects who completed the motivation questionnaire, the results are obtained according to the following table.

Table 2: Frequency distribution of progress motivation

Low educational achievement			High educational achievement		
percent%	Frequency	Degree of motivation	Percent	Frequency	Degree of motivation
7.14%	10	Top	57%	80	high
10.71%	15	Average	10.71%	15	Average
7.14%	10	Down	7.14%	10	low

To make it clear that the observed frequencies have a significant difference with the expected frequencies or that or the existing difference is apparent or by accident We used, the Chi-square test (χ^2) for χ^2 of Each of Frequency of Used the $\chi^2 = \frac{(F_o - F_e)^2}{F_e}$ formula that the result was $\chi^2 = 29.23$ And to get χ^2 First, we obtained the degree of freedom from the two-dimensional table.

By referring to the relevant table χ^2 With degrees of freedom and probability of error of 0.5 to $\chi^2 = 6.99$ Because Obtained χ^2 is larger than χ^2 of The table therefore a statistical assumption of H^1 were accepted meant good academic progress are those that are of high achievement motivation. So our first hypothesis was confirmed.

B: Out of the 140 subjects who responded to the questionnaire seeking authority results were achieved in the following table.

Table 3: Frequency distribution of progress motivation

Low educational achievement			High educational achievement		
Percent	Frequency	Authority degree	Percent	Frequency	Authority degree
14.28%	20	High	21%	30	High
14.28%	20	Average	21%	30	Average
14.28%	20	Low	14.28%	30	Low

$N = 140$

To determine whether there is a significant difference between the observed frequencies and the expected frequencies χ^2 test was used To confirm or reject the second hypothesis, χ^2 s Obtained from frequencies is $\chi^2 = 5.08$ and χ^2 of Table with 2 degrees of freedom and 5% probability of error $\chi^2 = 5.99$ Because Obtained χ^2 is smaller than χ^2 of Table. So H_0 is accepted that meant the Academic achievement of students is not related to their authority., so our second hypothesis was not confirmed.

5. Discussion & Conclusion

The motivation for progress is one of the factors influencing the academic achievement of students admitted by all the psychology scholars of education. It is unclear how this motive arises in person. but from technical experts by repeated experiments obtain the ways to strengthen and increase the motivation of the people, especially students, respectively. In the current study is only satisfied if the incentive effect on student achievement that has announced a positive relationship. It should be noted that the motivation can play a good role that Identify its deterrent and weakening factors and parents and educators act in order to fight it. The motivation

for authoritarianism, both as a motive and as a style of behavior in students, causes changes and influences in life and activities, including their academic endeavors, but what plays a role in the academic achievement of the student is to be considered carefully and should deal with this variable with more accuracy. In this research, the authoritarian variable was measured and tested but the hypothesis is not confirmed and could not act as an independent variable. Whether a student has the spirit that always wants to act powerful and empowered in life-style learning and every decision or practice and change in class, lesson, and learning process should be done with his or her opinion and his role to be as a first player. There is doubt Would such a student have high academic achievement in this study the opposite of it was confirmed.

Since only the first hypothesis and the first variable of motivation and its role in the progress of student achievement approved so offered recommendations on the prevention of the factors that damage The motivation for student achievement.

1. Addressing the financial problems of talented but destitute students.
2. Enriching laboratories, workshops, libraries, audiovisual instruments.
3. Create healthy competition between students.
4. use of consultants and specialists in schools to educate students on achievement motivation.
5. Establishing compensatory and reinforcement classes for students who are motivated to progress but suffer from learning weakness.
6. Out-of-school scientific visits, in particular, will make them more familiar with future jobs, so as to motivate them to progress.

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