INFLUENCE OF ACHIEVEMENT MOTIVATION, AGE AND GENDER ON ACADEMIC PERFORMANCE AMONG STUDENTS

BY

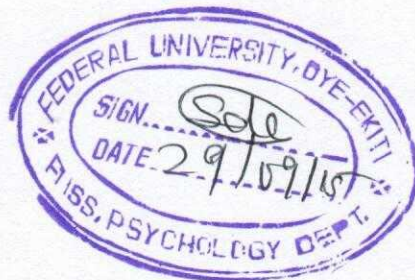**IJIYODE DAMILOLA OMOTOLA**

MATRIC: PSY/11/0205

DEPARTMENT OF PSYCHOLOGY

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

FEDERAL UNIVERSITY OYE-EKITI, NIGERIA

A PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT

FOR THE AWARD OF BACHELOR IN SCIENCE (B.Sc.) DEGREE IN

PSYCHOLOGY DEPARTMENT

SEPTEMBER, 2015

CERTIFICATION

I certify that this research was carried out by IJIYODE DAMILOLA OMOTOLA with Matriculation Number PSY/11/0205 of the Department of Psychology, Federal university Oye - Ekiti , Ekiti State ,Nigeria, under my supervision.

....

MRS OLAGUNDUNOYE H.F

Project Supervisor

....
22 - 9 - 15

Date

....

PROF. E. OMOLAYO

Head of Department

....

Date

DEDICATION

This project is dedicated to God Almighty, for His unconditional love, and guidance towards me and my studies, from the to the very end, especially as regards this project work, which looked impossible at first, but God proved His greatness.

Also to my beloved parents and siblings, relations and friends, for their love, prayer, encouragement and support in various ways.

ACKNOWLEDGEMENT

My greatest gratitude goes to the Lord of Heaven and Earth, who has always been with me through life. He is the 'I am that I am', the Lord my helper and deliver, and to him be all glory honor and praise.

I am highly indebted to my lovely parents PASTOR & MRS. IJIYODE, for all your love, care and support in bringing me up and attaining this level of education, despite all odds this dream became a reality with their support and help, may GOD continue to provide, bless, strengthen, empower, you and grant you long life to reap the fruit of your labour in Jesus name, thank you sir& ma.

Also, to my siblings, who with their helpful support and contributions, made my education easy, my big sister miss SOLA IJIYODE, GOD will continue to grant you your heart desires and will lift you up beyond your expectations in JESUS name, my sincere appreciation also goes to my brother IJIYODE SAMUEL may the almighty GOD bless you and make you a source of happiness in Jesus name.

My sincere also goes to my Big daddy Pastor OLAKUNLE KEHINDE IBRAHIM IJIYODE, you have been a source of inspiration to my life, thank you for your support financially, spiritually and morally may God continue to bless you and your family and lift you higher and higher in Jesus name. My gratitude also goes to my uncle and his wife ENGR. & MRS. OLAKUNLE WASIU IBRAHIM IJIYODE thank you for your supports you have been very helpful in the completion of my programme may God perfect spirit not be found wanting in your lives. My appreciation also goes to my aunty MRS. OLUFUNKE ABADAT KOLAWOLE thank for always been there for me may God almighty bless you exceedingly. My sincere appreciation also goes to MR. & MRS. RASHEED OYENUGA for your support

and care during my programme you have been like a father and mother to me may God grant all your heart desires.

My sincere gratitude goes to MR. & MRS. OLUMIDE MARK without your immense support I will not be where I am today, you inspired my life you care for me against all odds you believe in me that I can do it I really appreciate your concerns& efforts over my life may God reward you exceedingly in Jesus name.

My sincere appreciation also goes to my uncle BRO. TUNDE IBRAHIM for your love and support my God lift you high. I also what to appreciate the family of MR. & MRS. ISIAKA ADETUNJI for their support and love, thank you for everything you have been a source of blessing to me may God bless you and your family in Jesus name.

My deep appreciation goes to my supervisor, MRS. OLAGUNDUNJUOYE, for your great support, and motherly role and understanding during the course of writing this project work. My gratitude also goes to the Head of department PROF. BENJAMIN OMOLAYO for your efforts and imparting knowledge into my life thank you sir. My appreciation also goes to the lecturers of Psychology department, DR. ALEXZANDER EZE I thank you sir for your support, DR. ABIODUN LAWAL thank you for imparting knowledge into my life and correcting us with love, my sincere appreciation also goes to MR. BABATOLA OLAWA thank you for your support and kindness towards this project and my academics, I also thank MR. OKOLI KENNETH for your support during my stay in the University, I also appreciate MISS. OMOLE for your support thank you, my sincere appreciation also goes to DR. (MRS.) OLATUNJI thank you for your support, my gratitude also goes to MRS. AZIKIWE, thank you ma.

My sincere appreciation also goes to MISS. CHICHI thank you for your support financially and spiritually you have really been kind to me I love you, my sincere appreciation also goes

to MR. AJILEYE BOLUWAJI ODUNAYO you took me like a brother thank you very much for your love and kindness towards me.

My gratitude also goes to my friend Olatunji Samson for your support and love you are a friend indeed. Also, Salau Mary thanks for your love, care and support may God answer all your prayers. Also I want appreciate my very good friend Funke Tracy thanks for your love and care.

To all my Ilupeju goons Afolabi Bose Rachel, Sis. Dammy, Bro. Sogo thanks for your support during my stay may God lift you up.

My sincere appreciation also go to my very good neighbour ONYEAKU ONYEMAECHI VIVIAN the true daughter of her mother thanks for your ever perseveringdisturbance and care since 100level I will always want to be your neighbor.

My gratitude also goes to Sulaiman Olasunkanmi Jamiu for his support may God guidance continue to be with you, I also want to thank Fabiyi Oluwakemi Rachel may God bless you in all your endeavors, Akande Ayobami Seun God will help you in your career appreciate you, Olawande Samuel may God strengthen you, Audu Temitope thanks for your concerns.

I want to appreciate all my course mate who have been supporting me the likes of: Akinwande Tolulope, Adebiyi Timileyin, Ademilolu Dare, Adenola Damola and Abiola Ilori Daniel my able Governor, may God take you all to the top.

ABSTRACT

This study was designed to find out the influence of achievement motivation on academic performance. The instrument used were the Herman's (1970) questionnaire measure of achievement motivation and the standardized five grade point scale with cumulative grade point average one to five class of degree (CGPA). A total of 100 students of Federal University OyeEkiti were used in the study (47males and 53 females).The results obtained showed that there is no significant difference in the mean scores of participants with low and high achievement motivation on academic, while there is also no significant difference in the mean scores of female (3.23) and male participants (3.12) on academic performance. The research work also finds out that there is a significant difference in the mean scores of female (73.13) and male participants (69.04) on levels of achievement motivation and there was no significant difference in the mean scores of younger (18-22yrs/3.22) and older participants (23-30yrs/3.13) on levels of academic performance. Male and female, students strive for excellence and achievement, the need to achieve have direct effects on performance of task especially scholastic tasks.

TABLE OF CONTENT

CHAPTER FOUR

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The mass media: Television, newspaper and radio often report on athletes who spend several months and years training for competition, scientists who spend days searching for a cure for a disease, academics who spend long hours propounding theories and religious leaders fasting and praying with high level of self – denials. In religious activities, the common denominator in each of these activities is the need, the desire to strive for excellence or accomplishment in all these spheres of life.

The influence of this denominator called achievement motivation or (nAch) is so important that increasing numbers of psychologists have begun to look at its effect on people's thinking and behavior. Although we all have inductive knowledge and meaning of motivation, but we want to know the precise meaning of achievement motivation, which is the "why and how" of accomplishment, performance of students, excelling in whatever thing an individual does, showing competition with a standard of excellence, wining or doing better than others.

Many factors have been found to influence an individual need for achievement: these are sex (Wgal, 1989), child rearing practice (Miller and Swanson, 1952) and religion (Adebayo, 1991).The idea that first demonstrated how achievement motivation affects academic performance was proposed by McClelland (1958), in his theory which suggest that students that have high need for achievement motivation work harder at laboratory task, learn faster, perform better in Anagram and get better in high school.

In spite of the importance of the achievement motivation (nAch) construct, research in the area has far long been bedevilled by the problem of objective measurement of this important concept. Herman's (1970) noted that projective techniques i.e. Thematic Apperception Test (T.A.T), Rorschach Inkblot Test (R.I.B) developed by Henry Murray in 1930 have the principal devices for measuring, quantifying and analysing the contract. He went further to present evidence to show that projective measures of need for achievement present critical problems of validity and reliability which render their effectiveness questionable to behavioural psychologists in this sphere of field. Herman noted further that in general, low correlations have been found between self-report of the subjects to the instrument and projective measures.

First, it is not a mere subscale of a general personality measure, but concentrate solely on the nAch construct, second, it is made up of research supported components of the nAch construct. The component represented in the 29 item questionnaire include the followings: Aspiration level (AL), Upward Mobility (UM), Persistence (P), Task Tension (TT), The Perspective (TO), Time Perception (TP), Partner Choice (PC), Recognition Behavior (RB), and achievement motivation (AM).

On academic performance, there is the need in maintaining the role of feedback or knowledge of result. Bilodeau and Bilodeau (1961) asserted that studies of feedback or knowledge of result show it to be strongest, most important variable controlling performance and learning. It has been shown repeatedly that there is no improvement without knowledge of result, progressive result with it and deterioration after its knowledge of result, progressive result with it and deterioration after its withdrawal.

2

One major characteristic of British-Nigeria adopted current policy on education is the introduction of the class of degrees as feedback of learning awarded on the basis of semester grade point average and sessional cumulative grade point average(CGPA) indicated below for the faculty of social sciences in the Nigerian Universities

Points	Grade
4.50 – 5.00	First Class Honour
3.50 – 4.49	Second Class (Upper Division)
2.40 – 3.49	Second Class (Lower Division)
1.50 – 2.39	Third Class
1.00 – 1.49	Pass

These classes of degrees (CGPA) are standardized scale of measurements which was used to correlate the scores on achievement motivation of male and female students in this thesis.

1.2 STATEMENT OF PROBLEM

It is generally acceptable that achievement motivation affect academic performance. The problem of the study is that it can't be generalize to large amount of population. Another problem is that the instrument for measuring academic performance can't be relied on because the population use does not want to disclose their results to people so the use of student CGPA is not very reliable to measure the academic performance of students.

In Nigeria, experience has shown that performance does not respond to known motivational factors that have produced responses in the advanced countries. Students are no longer motivated

3

due to the rate of unemployment in the country and other incentives such as employees assisted programmes, giving car loans and allowances did not appear to elicit the desired effect on the performance of Nigerian students.

Additionally, various administrations in Nigeria have made several attempts in the past to resolve the problem of low Performance, poor attitude to learning and lack of enthusiasm among Nigeria students. These unfavourable conditions most times lead to low self-esteem and poor performance of students. Thus, this research is focused on investigating the effect of achievement motivation on academic performance.

RESEARCH QUESTION

1. Are there sex differences in achievement motivation among Nigerian students?

2. Would the need to achieve have direct influence on academic performance among Nigerian students?

3. To find out if there will be significant difference of age on academic performance.

1.3 PURPOSE OF THE STUDY

The study attempts to assess the influence of achievement motivation on academic performance. The objectives also include the following:

1. To examine the influence of achievement motivation on academic performance.

2. To determine gender differences in academic performance.

3. To examine the level age on academic performance.

1.4 THE SIGNIFICANT OF THE STUDY

This thesis will help us to understand the role of achievement motivation in promoting or retrogressing academic performance that is when students are motivated they will want to learn so this research will enlighten us on how important achievement motivation is important on academics.

This project work will assist parents to know how they can stimulate and promote and reinforce achievement motivation of their children in their careers. The research will also assist parents on how they can motivate their children on their academics.

It may also help our educators to realize the potent weapon of promoting and creating achievement motivation in the course of educating youths. The educators like lecturers and teachers will be able to know how to motivate their students to achieve their academic goals.

The study will help us to understand the relative influence of achievement motivation of the students to their cumulative grade point average and vice-versa. The students will be enlightened on how their achievement motivation can affect their cumulative grade point.

1.5 SCOPE OF THE STUDY

The scope of this thesis covers the students of Federal University OyeEkiti , 200level to 400level students. Within the limited time, students who fall within the stated condition will be studied. Indices of achievement motivation are the scores of each individual and each group (male and female) while the indices of academic performance are the cumulative grade point average (CGPA).

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 THEROTICAL FRAMEWORK

In this chapter we shall consider theories that have been propounded on achievement motivation by different authors in the past. These propounded theories will in no doubt add meaningful influence on this study. Theories of achievement motivation can be divided into various categories and these are: Mathematical model for achievement motivation, childhood Antecedents model of achievement motivation, incentive model of achievement motivation, needs model of achievement motivation, social learning theory of achievement motivation, McClelland achievement motivation theory, 0, Connor achievement motivation theory. Psychoanalytical theory of motivation and situation determinants model of achievement motivation theory Psychoanalytical theory of motivation and situation determinants model of achievement motivation.

2.1.1 Childhood Antecedents Model of Achievement Motivation :(Mouton 1965)

This theory according to Moulton (1965) argue that eight year old to ten year old children with strong motivation to achieve had parents who expected independent accomplishment at an earlier age, and who gave more frequent and stronger rewards for independent accomplishments.

Parents of children with strong achievement motivation set high standards of excellence for the child, gave approval for progress toward those standards and showed disappointment for poor performance.

This theory reveals that the motivation to avoid failure m adolescence, however, may relate to early childhood practices and the mother's demands for independent accomplishment, the higher the adolescent anxiety in achievement situations.

2.1.2Incentive Model of Achievement Motivation

This theory propounded by Atkinson and Rainier, 1978 argue that incentives play a crucial role in arousing achievement motivation, these incentive could be in form of a quota, promise of a bonus, privilege or a type of challenge would also function as an incentive. This model suggests that cognitions and emotions choke motivation. An individual emotionally toned, memories and expectation may arouse mild, moderate or strong achievement motivation or none at all. At the same time, cognition and emotions may elicit anxieties associated with failures or success.

Motivation and anxiety determine achievement motivation behaviours such as goal setting, diligence and persistence. According to that theory, five factors are known to be contributory in the case of school achievement: (Walberg and Wgurogla 1980): ability, quantity of instruction, quality of instruction, climate in the classroom and educational stimulation in the home.

2.1.3Needs Model of Achievement Motivation

Abraham Maslow, a humanistic psychologist whose idea comes from the work of anthropologist TolinTurbill (1972). Abraham Maslow (1954) believed that there is a range of needs that motivate human behaviour. He classified human needs into seven major groups. Maslow key contribution was the idea that these five needs can be "ranked in hierarchy, ranging from the physiological needs (Lowest) to the highest human need, the need for self-actualization

Maslow felt that individual would not be motivated by higher needs until they have satisfied the lower needs. Individuals are motivated throughout life to scale the ladder of needs, but only few individual reach the top. He ranked the lucracey scale as follows from the physiological needs to safety needs to social needs to self-esteem and self- actualization needs.

2.1.4 Social Learning Model of Achievement Motivation

Social learning theory emphasizes the interaction between behavior and the environment in determining achievement motivation, this theory focus on behavior pattern that the individual develops to cope with the environment rather than an instinctual drives. According to this theory, we are not driven by internal forces or are we passive reactors to external stimulation. The types of behavior we exhibit partly determine the reward or punishment, success or failure, achievement or failure we receive and this in turn influences our behavior.

Social learning theory stressed the importance of various learning or learning by observation (modelling). Another emphasis is the importance of self-regulatory process. A specific behavior produces an external outcome (success or failure) and also produces a self-evaluative reaction; people set their own standards of conduct or performance and respond to that behavior in self- satisfied or self-critical ways depending on how the behavior relates to their standards.

2.1.5McClelland Achievement Motivation Theory

McClelland (1958) in his theory McClelland suggests that students have different levels of achievement motivation, some high while some low; students with high achievement motivation perform better than students with low achievement motivation. According to this theory,

motivation IS highest when there is moderately strong incentive, for example entrance to a graduate school can have a high incentive value for a student who wants to become a professor.

Achievement is also likely to be highest when the task is neither too hard nor too easy. This theory argues that moderately difficult college subjects are more likely to spark motivation than exceptionally demanding ones- at least for people high in need for achievement. McClelland suggests that two factors affect achievement motivation; these factors are the need to achieve success or the need to avoid failure.

Students with a high need for achievement generally choose tasks of moderate probability of success. They seem gratified by success but not upset by failure at such tasks while individual with a high fear of failure often choose very difficult or very easy ones. They are assured of success at the easy ones and they cannot be blamed for failure at the very difficult ones, these two motivational factors can produce different action according to McClelland.

2.1.6 O. Connor Achievement Motivation Theory:

O.Connor's (1966) achievement theory predicts that people with high in the need achievement should prefer classes composed of students of similar ability (Homogenous classes) because the chances of carting a high grade ie (academic performance) are close to so: so it's a challenge. This theory further argue that students driven by the need to avoid failure should dislike homogenous class for the same reason, for them, it's like being forced to play at the middle position where the combination of relative high chances of failure 50:50 and the high embarrassment of failure is greatest.

2.1.7 Psycho Analytical Theory of Motivation

The psychoanalytical theory of motivation began with the publication of friend's interpretation of dreams (1900) and has evolved gradually. Freud posits that all behavior stems from two opposing groups of instinct called life, growth, achievement and development. This energy of life is libido which revolves primarily around sexual activities while the death instinct called Thanatos is a destructive instinct.

When the death instinct is directed inward it results in form of suicide or outward in the form of aggression toward others. These instinctual drives motivate or gear him into action. The consequences of possessing such drives are that he constantly longs to satisfy or gratify the instinctual needs.

In the process of gratifying these needs he comes across obstacles that tend to prevent him from carrying out inappropriate gratification of the need Libido according to this theory which revolves around sexual activities is also a force that relates to or is responsible for achievement and accomplishment .The presence of more libidinal energy in an individual determines the level of the need for achievement the individual possesses.

2.1.8 Situational Determinants Model

This theory posits, how the person defines a situation affects the expression of achievement motivation in behavior. Important in this definition are the values and goals that the person perceives in the situation for example. The relation between achievement motivation and grades in college holds only for those students who are knowledgeable about potential rewards and who view occupations as intrinsically satisfying

10

Features of the situation that affect a person's attribution of success or failure to his own efforts and abilities rather than to chance or luck also appear to be crucial in determining whether predictions from the theory will be borne out. Individuals differ in seeing the causation of events and their reinforcing consequences as either internal (under their own control) or external (beyond their own control). Weiner and Kukla have noted a number of ways in which views of success or failure affect behavior:

Since strongly motivated individual generally ascribe success to their efforts, they experience more reward and thus are more active in attempting to achieve. They also persist longer because they are likely to ascribe failure to lack of effort than to lack of ability, they prefer tasks of intermediate difficulty, since these yields the most information about their own capabilities.

This theory argues that achievement motivation is a multiplicative function of the following: the strength of the motive to approach success and to avoid failure,

2   the probabilities that a given act will result in success or failure

3   The incentive value of success or failure in that activity. One prediction that forms this conceptualization is the relations, with only a few exceptions some support have been obtained for another prediction: that the stronger the achievement motivation, the better the performance, specific predictions for motives to succeed and to avoid failure has also been made for persistence at the task.

Parents who expect independent accomplishment at an early age and who strongly reward such accomplishments raised independent children. Parental behavior however, is not consistent from early childhood to adolescence.

Summarily, recent research has shown the importance of situational determinants in achievement behavior, particularly the definition of the situation by the author. Achievement motivation behavior has been extensively investigated in recent years by different authors using different yard sticks.

Generally it has been measured either in terms of some behavioural index of over achievement or under achievement, family training pattern, instinctual drives, incentives, coping styles, performance or in terms of achievement themes or stories or mathematical formulation of motivational phenomena.

2.2 RELATED STUDIES

Motivation is generally defined as internal condition that stimulates, direct and maintains behavior. There is a strong relationship between learning motivation. Many researchers have look at the relationship between the two variables. A lot of researches have been carried out in the past to find out how achievement motivation affects the academic performance, researchers like McClelland, Homer, Rosen, Winterbottom, Mishel, Feshback and Weinac.

A lot of researches have been carried out in the past to find out how achievement motivation affects the academic performance, researchers like McClelland (1965), McClelland (1965) in one long term study examined the relationship between 55 college sophomores' score in the need for achievement between 1947 and 1951 and the jobs these same men held in 1961, some 10 to 14 years later.

He divided the later occupations into two categories: entrepreneurial positions in which the men had more individual responsibility for initiating action and greater risk and non-entrepreneurial positions, with less responsibilities and risk. Those who were high in the need for achievement in college were indeed more likely to end up in entrepreneurial jobs, just as one might predicts. This has been perhaps one of the most impressive audiences to show that the need for achievement predicts behavior on a wide variety of laboratory or classroom tasks.

In another experiment, McClelland (1958) found out that the need for achievement is related to many different behavior patterns. The study revealed that people who are high in the need for achievement work harder at laboratory tasks, learn faster, do their best work when it counts for the record, resist social pressure, are more active in community activities and get better grades in high school. They also tend to choose moderate risks rather than high risk or no risk situations.

Since this seems to maximize their chances for the greatest success. Homer (1969) found out that some people have a fear of success as one of the factors affecting performance they are afraid that doing well in competitive situation will have negative consequences, such as unpopularity. Using a standard system to analyse each story, she found that 65% of the women's stories were characterised by fear of success. Only 9% of the men showed this same ambivalence.

Horner linked this sex difference to cultural stereotypes that teach young girls that doing better than men is not ladylike.

McClelland (1953) discovered that there are reliable differences in achievement motivation among individual and also among groups of individuals, for example, some college students have a strong need to achieve relative to their peers. These students tend to do better at task such as

anagrams and arithmetic problems than others student of equal intelligence. They are more likely to go into occupation in which they manage their own business. He also found out that some groups have higher levels of achievement motivation for example; middle class boys have been shown to have higher n-Arch scores than lower class boys.

Rosen (1961) reported that junior executives in the United States have higher n-Arch scores than comparable junior executive. In short within any group some individuals have a higher need for achievement than others and the average scores varies from group to group. According to Winterbottom in (1958) mothers of boys with a high need for achievement are concerned that their sons learn to be independent at an early age.

Mischel (1961) in Trinidad with lower- class Negro children, after a short session with a questionnaire, he expressed his wish to thank them. He said he would like to give each of them a candy bar but that he did not have enough. He however gave them a choice of receiving immediately a smaller candy bar or awaiting a week for larger bars. It was the children who were recorded to have higher achievement motivation who elected to wait for bigger candy bar- thus stressing the need for excellence.

McClelland (1958) showed that people with higher need for achievement demonstrates higher level of physiological activation then people with lower n-Arch. Certain styles of child rearing seem to influence children to become higher achievers according to Feshback and Weinac. (1982).

Family factors helped to inspire both the self-confidence and achievement motivation. Chun (1986) found significant ethnic differences in achievement motivation among the Nigerian boys. Ogunlade (1979) found significant ethnic differences in achievement motivation among the Yoruba's in Nigeria.

Erioze (1981) obtained higher scores for males than females on two dimension of achievement motivation; aspiration level and personal causation. Moulton in his investigation reports that the stronger the motive to avoid failure the more it leads an individual to choose easier tasks. On the other hand, if an individual fails a task, he lowers his estimate or probable success in subsequent trials since the incentive value of failure remains constant a lower expectation of success reduces his motive to avoid failure and he chooses a more difficult task.

A cross cultural study found Jewish children higher in achievement motivation than Italian children, Brazilians to be lower than Americans. Recent research reports that people with high level of achievement motivation attribute success or failure to their own efforts rather than to chance or luck. They also persist longer at work or tasks because they are more likely to ascribe academic failure to lack of effort than to lack of ability.

Isaacson (1964) finding shows that subjects who had high achievement motivation and low test anxiety were the most likely of all to stand at an intermediate distance from the peg, in the study of college students' performance in the ring-toss game thus making the task somewhat risky. The study found out that college freshmen who scored high in the need for achievement also tend to choose major subjects of intermediate difficulty rather than majors that are considered very difficult or very easy.

David Tresemer reviewed 42 studies comparing over 6.000 men and women on a variety of measures of fear of success. Most of these researchers like Hormer's original study concentrated on white American college students e.g. Harvard Law school graduate and executive of the Atlantic Richfield company. Taken together, these studies made it quite clear that fear of success is just common among American men as it is among American women David.

15

Tresemer concluded that at least in 1971, university of Michigan male undergraduate feared success just as much as female did.

In one study (McClelland and Winter, 1971). 80 business men from a small city of India were instructed on how to set specific goals, taught to communicate with other business men and encouraged to try to increase their own need for achievement studies of the behavior of these business men two years later revealed that they were far better and active than a control group of business men from a neighbouring Indian city.

Those who had taken short course had participated more in community development affairs and efforts, started more new business, invested more money in expanding their business and employed more workers.

Summary, all the related studies on achievement motivation reviewed in this work have shown that students/subjects who are high in the need for achievement motivation possessed the following qualities such us: ability to work independently, attributing success to effort make in tasks rather than luck or chance, striving for excellence, preference for entrepreneurial jobs/position to non-entrepreneurial and hard -working. Studies and reviews on academic performance have shown that the role of

Feedback as in cumulative grade point average cannot be overemphasized. Thompson (1967) described learning as the most wide spread and important characteristic of higher animals. Having learned, if a person were to perform, but never knew how well he was doing, he would have no basis for improving his performances. It is difficult in daily life to find a task that a person can perform without receiving some information about what he is doing. The information the

learner obtains about the usefulness, appropriateness of his response is known as the knowledge of result or informative feedback.

Strodbeck (1958) reported that the strength of the motive should be related to quality of performance when ability is constant. Bulodeau and Bulodeau (1961) asserted that studies of feedback or knowledge of results show it to be useful and strongest, most important variable contriving performance and learning. It has been shown repeatedly that there is no improvement without knowledge of result, progressive result with feedback and retrogression after its withdrawal; it is used as a means of evaluation of performance or means of correction of performance.

Upon the above assumption is the introduction of the class of degrees by the ministry of education in grading students in Nigerian universities on the basis of grade point average. The cumulative grade point average is the scale of measuring and correlating achievement motivation in this project work.

2.3 HYPOTHESES

1. High achievement motivation will positively influence academic performance than low achievement motivation

2. There will be a significant difference between male and female participants on academic performance.

3. There will be age difference on levels of academic performance.

2.4 OPERATIONAL DEFINTION OF TERMS

DEMOGRAPHICAL FACTORS: The demographical factors in the research are: age and gender age was group into older (23-30yrs.) and younger (18- 22 yrs.), while gender was also group into male and female

AGE: was categorised into older (23-30yrs.) and younger (18- 22 yrs.).

GENDER: gender was categorised into male and female.

ACHIEVEMENT MOTIVATION: Achievement motivation typically refers to the level of one's motivation to engage in achievement behaviours, based on the interaction of such parameters as need for achievement, expectancy of success (Harter& Connell, 1984). Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark & Lowell, 1953}which is the "why and how" of accomplishment, performance of students, excelling in whatever thing an individual does, showing competition with a standard of excellence, wining or doing better than others.

The instrument used in this study was a standardized questionnaire, the Herman's (1970) psychology instrument, measure of achievement motivation (nAch) for use within Nigerian cultural context: 93males and 56 females, secondary school students were used in developing the instruments.

The reliability co- efficient was 0.93 while the validity is -0.27. The standardized scale for measuring academic performance is the cumulative grade point. The questionnaire is divided into two sections the first section consist of 29 incomplete statements of Herman's measure of achievement motivation, while the second section consist of demographic information like: age, marital status, gender, CGPA. The scoring on achievement motivation was done by adding up the

number of the option (A,B,C) chosen, by subject on the 29 statements, which gave us score for each subject on achievement motivation

ACADEMIC PERFORMANCE: Academic performance is the outcome of education, the extent to which students has achieved their educational goals. Student's cumulative grade point average (CGPA) was used to measure the academic performance of students. Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark & Lowell, 1953, pp. 76- 77); which is the "why and how" of accomplishment, performance of students, excelling in whatever thing an individual does, showing competition with a standard of excellence, wining or doing better than others.

CHAPTER THREE

METHOD

3.1RESEARCH DESIGN

Descriptive design was use in the research; students were approach and ask if they will be able to fill the questionnaire. The students were also asked about their level of studies so that 100level students will not fill the questionnaire.

3.1 SETTING

Federal University Oye-Ekiti was used in the research four faculties were used, which include:

1. Faculty of social science

2 .faculty of science

3 .faculty of agriculture

4 .faculty of engineering

PARTICIPANTS

One hundred Federal University Oye-Ekiti were used in the research 100 level students are not eligible to participate in the research because they don't have cumulative grade point average (CGPA).

3.2 PROCEDURE

The researcher made sure that the self-report was administered to students of federal university Oye-Ekiti, some of the students were reluctant to fill the questionnaire or even accept the self-report instruments, but I had to plead to them by explaining the purpose of the research.

I distributed 100 questionnaires in the school premises at the two campuses, Ikole campus and Oye campus the whole 100 was returned but one of the participants did not state his or her gender. 47 males and 52 females participated in the research only one of the participants is married.

The self-report instrument is divided into two parts, the first part included statement which concerns ones achievement motivation behaviour which included 29 incomplete statements using any of the three (A,B,C) options made available to complete each statements while the students wrote their cumulative grade point. The second part deals with questions intended to collect information about the participants like: age, gender, marital status, ethnic identity, level of study and faculty.

The researcher use accidentally sampling in the research, the questionnaire was not given to 100 level students because they don't have cumulative grade point and it is necessary to measure the academic performance of students.

3.3 POPULATION SAMPLE

The population sample used in this study was drawn from 4 faculties in federal university Oye Ekiti located in Oye Ekiti south western Nigeria. The sample consisted of both male and female students in which 100 questionnaires were disturbed to the population sample.

There were 47 males and 52 females, only 1 of the participant is married. The 100 level students were exempted from the research because they don't have cumulative grade point, 200level-400level students were used in the research because their cumulative grade point was used to measure their academic performance.

3.4 INSTRUMENT

The instrument use in the research is Herman's measure of achievement motivation (1970). **HERMAN'S (1970) ACHIEVEMENT MOTIVATION:** The instrument used in this study was a standardized questionnaire, the Herman's (1970) psychology instrument, measure of achievement motivation (nAch) for use within Nigerian cultural context: 93males and 56 females, secondary school students were used in developing the instruments.

The reliability co- efficient was 0.93 while the validity is -0.27. The standardized scale for measuring academic performance is the cumulative grade point.

The questionnaire is divided into two sections the first section consist of 29 incomplete statements of Herman's measure of achievement motivation, while the second section consist of demographic information like: age, marital status, religion, level of study & c.g.p.a

3.5 PROCEDURE FOR DATA COLLECTION

The Herman's self- report measure of achievement motivation was administered to the students of Federal university Oye-Ekiti to fill and was later collected from individual students. 100 students participated in the research the whole 100 self- report instrument were properly filled. I started administering the self- report instrument in Oye campus at the faculty of Humanities and social

sciences, the second day I went to faculty of science and on the third day I went to Ikole campus to administer the self- report instrument to the students of Agriculture and students of Engineering.

Accidental sample was use in the research, 100level students were exempted because they don't have CGPA to measure their academic performance. The questionnaire was divided into two parts, the first part include statements which concern the questionnaire was administered in 3 days and was collected immediately from each participants.

3.6 STATISTICAL DESIGN

Independent t-test was used to test high achievement motivation will positively influence academic performance behavior than low achievement motivation. Independent t- test was also used to test the significant difference between male and female participants on academic performance and t-test was used to examine the differences of age difference on levels of academic performance.

CHAPTER FOUR

RESULTS

The data collected were scored and analysed. The following are the results:

Table 1: Means (M), Standard Deviations (SD) and Correlations among the Study Variables

Variable N=100	M (SD)	α	1	2	3
□ Age	22.47(2.48)	-	-		
□ Achievement Motivation	71.23(7.44)	0.85	0.003^{ns}	-	
□ Academic Performance	3.17(0.88)	-	0.01^{ns}	-0.04^{ns}	-

^{ns}Correlation not significant

Hypothesis One

High achievement motivation will positively influence academic performance behavior than low achievement motivation

Table 2: Independent t-test analysis comparing mean scores of participants with high and low achievement motivation on academic performance

Variables	Achievement Motivation	N	X	S.D	d.f	t	Sig. (1-tailed)
Academic Performance	Low Achievement Motivation	40	3.12	0.76	98	-0.42	$P > 0.05$
	High Achievement Motivation	60	3.20	0.95			

t (98) = -0.42, P > 0.05

Table 2 shows that there is no significant difference in the mean scores of participants with low (3.12) and high achievement motivation (3.20) on academic performance [t $_{98}$ = -0.42, P < 0.05]. This shows that participants with low and high achievement motivation are not different on levels of academic performance. Therefore, hypothesis one is not supported.

Hypothesis Two

There will be a significant difference between male and female participants on academic performance.

Table 3: Independent t-test analysis comparing mean scores of males and females on academic performance

Variables	Gender	N	X	S.D	d.f	t	Sig. (2-tailed)
Academic Performance	Females	52	3.23	0.91		0.61	P > 0.05
	Males	47	3.12	0.85	97		

t (97) = 0.61, P > 0.05

Table 3 shows that there is no significant difference in the mean scores of female (3.23) and male participants (3.12) on academic performance [t$_{97}$ = 0.61, P > 0.05]. This shows that female and male participants are not different on levels of academic performance. Therefore, hypothesis two is not supported.

Hypothesis Three

There will be age difference on levels of academic performance.

Table 3: Independent t-test analysis comparing mean scores of younger and older participants on academic performance

Variables	Age	N	X	S.D	df	t	Sig. (2-tailed)
Academic Performance	18-22yrs	58	3.22	0.87	95	0.46	P > 0.05
	23-30yrs	39	3.13	0.88			

t (95) = 0.46, P > 0.05

Table 4 shows that there is no significant difference in the mean scores of younger (18-22yrs/3.22) and older participants (23-30yrs/3.13) on levels of academic performance [t_{95} = 0.46, P > 0.05]. This shows that younger and older participants are not different on levels of academic performance. Therefore, hypothesis four is not supported

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 DISCUSSION

This study examined effect of achievement motivation on academic performance. The independent variable is achievement motivation while the dependent variable is academic performance. The first hypothesis states that high achievement motivation will positively influence academic performance behavior than low achievement motivation it was rejected. In other words, there is no significant relationship between achievement motivation and academic performance. This finding is against the finding of McClelland (1953) who discovered that college students who have higher and stronger need to achievement relative to peers tend to do better at tasks such as anagrams and arithmetic problems than other students of equal intelligence. The finding of this research work is also different to the previous studies that were carried out on different population at different period of time by Mischel (1961) and McClelland (1958) who find out different result from their findings.

The second hypothesis which stated that there will be a significant difference between male and female participants on academic perf   ormance the hypothesis was not supported in this research. The Homer (1969) found out that some people have a fear of success as one of the factors affecting performance they are afraid that doing well in competitive situation will have negative consequences, such as unpopularity. Using a standard system to analyse each story, she found that 65% of the women's stories were characterized by fear of success. Only 9% of the men showed this same ambivalence. Horner linked this sex difference to cultural stereotypes that teach young

27

girls that doing better than men is not ladylike. Also, McClelland (1953) discovered that there are reliable differences in achievement motivation among individual and also among groups of individuals, for example, some college students have a strong need to achieve relative to their peers. These students tend to do better at task such as anagrams and arithmetic problems than others student of equal intelligence. They are more likely to go into occupation in which they manage their own business. He also found out that some groups have higher levels of achievement motivation for example; middle class boys have been shown to have higher n-Arch scores than lower class boys.

Rosen (1961) reported that junior executives in the United States have higher n-Arch scores than comparable junior executive. In short within any group some individuals have a higher need for achievement than others and the average scores varies from group to group.

According to Winterbottom in (1958) mothers of boys with a high need for achievement are concerned that their sons learn to be independent at an early age.

Mischel (1961) in Trinidad with lower- class Negro children, after a short session with a questionnaire, he expressed his wish to thank them. He said he would like to give each of them a candy bar but that he did not have enough. He however gave them a choice of receiving immediately a smaller candy bar or awaiting a week for larger bars. It was the children who were recorded to have higher achievement motivation who elected to wait for bigger candy bar- thus stressing the need for excellence.

The third hypothesis states that there will be age difference on levels of academic performance, this hypothesis is not supported, and it shows that age does not affect academic performance, the result does not support at Waldman (1986) that found a moderate positive relationship between

age and achievement motivation, while Eyo (1989), on the other hand supported the result of this research work, he found out that age was largely unrelated to achievement motivation, Ng &Feldmsan (2008), however, found that age was not significantly related to creativity.

5.2 CONCLUSION

The question in this study were, one, would there be sex difference on achievement motivation among Nigeria student? From the analysis of data collected the study revealed that there is no significant difference between male and female motivation to achieve.

Sex does not affect one's motivation to achieve both male and female students strive towards excellence, both male and female students have the desire to excel in day academic and day to day endeavours.

The second question raised was to know whether achievement motivation would have positive relationship with academic performance. The study shows that achievement motivation and academic performance does not have any relationship, the study find out that achievement motivation does not determine academic performance of students.

5.3 RECOMMENDATION

The study helps us to understand the recent and current awareness among females striving for equal opportunities with their male's counterparts, female are performing excellently at task and at different human endeavours.

It is high time women should be given the same opportunities as men in all spheres of endeavor both at macro micro levels instead of relegating them. This study has brought to limelight the fact

that men do not have higher achievement motivation than female , hence parent must give their female children equal right to education like their male counterparts.

Also students who are young should not look at the older ones as the most brilliant because our age does not determine our academic performance in any way. People that are striving for the same purpose should not let the age difference be a barrier to them, they should do things they want do and not look at the age differences between them and their other colleagues.

5.4 LIMITATION

This study is interested only in students as subject, therefore may not be generalizable to non-students of the larger population in the society. The age-range of subjects for this study is 18-35; therefore the findings may not be generalizable to the children population.

The study is conducted in Federal University Oye-Ekiti, Ekiti State Nigeria; hence it may not be generalizable to the white population. During the process of data collection people were reluctant to fill the questionnaire; some said they were preparing for their exams because it was a week to the exam. The amount use in printing out the questionnaire was very high due to the numbers of pages of my questionnaire.

REFERENCES

Alper and T.G (1973) The relationship between role- oriented and achievement motivation in college women. Journal of personality, 41, 9- 13

Andrew B. Crider, George Goethals R., Robert D Kavanagh & Paul R. Solomon (1983) Psychology United states of America Scott foreman and company.

Apolot G.A (1977) *Reliabilty and validity* of Smith`s Quick Measure of Achievement Motivation scale. *British Journal of Social and Clinical Psychology*, 395- 396

Atkinson, J.W (1958) toward experimental analysis of human motivation in terms of motives expectances and incentives

Atinson J.W (1964) An introduction to motivation Princeton, new jersery D. Van nostrand company Inc.

Atinson J.W and feather, N.T (1966) A theory of achievement New York.: Willey and sons, inc

Chasia, Samie (1976) Achievement motive, test Anxiety, sex role orientation and the motive to avoid success in college women

Diana E. Paplia and sally wendkosolds (1988) Psychology. Paris: Mcgraw Willey Book Company

Eyo, I.E (1986). Nigerian adaption of Herman's Questionnaire Measure of Achievement Motivation. *Nigerian Journal of Psychology*. 5, 52- 71.

Herman's, H.J.M (1970) A Questionnaire Measure Of Achievement Motivation. *Journal of Applied Psychology,* 353- 363

James Gowitz (1980) psychology Bosten Toronto: little brown and company.

Lindal L. David (1987) introduction to psychology United States of American Mcgraw hill Book Company.

Larry T. Brown and Elliot Weiner (1979) Introduction to Massachusetts: Nebraska press

McClelland D.C ET. Al (1953) The Achievement Motive, New York: Appleton- Century Crofts

McClelland D.C (1955) Some social consequences of achievement motivation Nebraska symposium on motivation LincolaNebraska: University of Nebraska press

McClelland D.C (1961) The achieving society Princeton: Van Nostrand

Mouton R.W (1960) Effect of success and failure on level of aspiration as related to achievement motivation Journal of personality and social psychology

Ogunlade, J.O (1979) sex differences in achievement motivation among some Nigerian adolescent. *Nigerian Journal of Psychology* , vol 2 and vol 3

Paul, F Sccord and carl. W. Backman (1974), social psychology Tokoyo, Japan: Mcgraw- Hill Kogajusha, ltd

Rosen, B.C (1956) The achievement syndrome, American Sociological Review 341- 354

Shaw, M.C (1961) *Need Achievement Scales* predicators of academic success. *Journal of Educational Psychology*, 282- 285

TheadoreHovah (1985) Basic statistics for behavioral sciences. Boston Toronto: little, brown and company.

APPENDIX 1

FEDERAL UNIVERSITY OYE EKITI
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Dear Correspondent,

I am a final year student of the above-named Department conducting a survey on perfectionism, spirituality and personality factor on academic performance. This survey constitutes part of the project work. The aim of this project is to equip students with knowledge on the application of perfectionism, spirituality and personality factor to solve problems in academic setting

Kindly note that your identity is not required in order to participate in this survey and the information provided will be taken confidential. This survey usually takes between 8 to10 minutes to complete.

SECTION A

A measure or people's inclination to events in life

Below are twenty-nine (29) incomplete statements about individual inclinations in life. You are expected to complete each statement, using any of the three (3) options made available to each statement. There is no right or wrong: just complete it as you feel the statement describes you.

1   Working is something: ....

        (a) I do not like to do at all

        (b) I do now and then

        (c) I like doing very well.

2   At school, they think: ....

        (a) I am very attentive to my studies

        (b) I am easy going

3   Other people think: ....

(a) I work very hard

(b) I work hard somehow

(c) I do not work hard at all

4   To prepare for a long time for an important task: ....

(a) It is really senseless

(b) Often be useful

(c) is necessary for success.

5   When I am working the demand I make upon myself is: ....

(a) very high

(b) High

(c) Low

6   When the teacher is teaching in class: ....

(a) I usually make up my mind to do the best and make the best

(b) I usually pay some attention

(c) My mind often wonders to other things

7   When doing something I usually do: ....

(a) Much more than I decided to do

(b) More than I decided to do.

(c) Less than I decided to do.

8 .   If I have not achieved my purpose and have not done a task well, then: ....

(a) I continue to do my best to achieve my purpose

(b) I find it difficult to continue

(c) I usually give up entirely

9   In school, I think perseverance is: ....

(a) Not important at all

(b) important somehow

(c) Very important

10   Homework always demands: ………………………………………..

(a) A lot of work on my part

(b) Some effort on my part

(c) Very little effort on my part

11   In school, the standard I set for myself with regard to my studies are: ……………

(a) very high

(b) average

(c) Low

12   A life without work should be: …………………………………………..

(a) very pleasant

(b) pleasant

(c) very unpleasant

13   When I am called from my studies to listen to something on the radio then afterwards: ………………………………..

(a) I always go straight back on my studies

(b) I always wait a little before starting again

(c) I find it very difficult to begin again

14   Work that r quires great responsibility: ………………………………………..

(a) 1 would very much like to do

(b) I would be careful before attempting to do

(c) 1 would not be able to do

15   I think that to attain a high position in society is: …………………………………

(a) Not important

(b) of little importance

(c) very important

16   When doing something difficult: ....

        (a) I give up very quickly

        (b) I do not give it up soon

        (c) I do it patiently to the end

17   In general: ....

        (a) I think very hard about the future

        (b) I think about the future sometimes

        (c) I do not think about the future at all

18   I find my classmates who study very hard to be: ....

        (a) very friendly

        (b) not as friendly as those who do not study so hard

        (c) not friendly at all.

19   People who have reached very high position in life are among those: ....

        (a) 1 admire very much

        (b) I do not admire much

        (c) I do not admire at all.

20   for the extra good things of life: ....

        (a) I usually have no time

        (b) I usually have sometime

        (c) I usually have time

21   I usually am: ....

        (a) very busy

(b) not so busy

(c) not busy at all

22   I can work at something without getting tired for-

(a) A very long time

(b) not too long a time

(c) A very short lime.

23   Good relation with my teachers is what: ……………………………..

(a) I value very much

(b) I do not value much

(c) I do not value at all

24   Boys who take over the business left behind by their fathers do so: ………………

(a) In order to expand the business

(b) In order to feel importance

(c) In order to enjoy their father's money.

25   Even now in school, I am: ……………………………………

(a) very ambitious

(b) not so ambitious

(c) not ambitious at all.

26   Organizing something is what: ………………………………

(a) I like very much

(b) I do not like very much

(c) I do not like at all.

27   When I begin something: ………………………………………

(a) I never carry it to a successful conclusion

(b) l sometimes can)' it to a successful conclusion

(c) I always make sun; I carry it to a successful conclusion.

28   Tiredness is what: ....

(a) 1 feel very often

(b) I fed sometimes

(c) I never lee I.

29   Going to the market or shop is something-

(a) I like very much

(b) I do not like very much

(c) I do not like at all.

SECTION B

DEMOGRAPHIC SURVEY

Please tick as appropriate.

- ▯ Age:_____
- ▯ Gender: Female ( )   Male ( )
- ▯ Ethnic Identity: _____
- ▯ Marital Status: a. Married ( )   b. Single ( )   c. Divorced ( )
- ▯ Religion: Christianity ( )   Islam ( )   other ( )
- ▯ Level of study: 200 ( )   300 ( )   400( )

You are kindly requested to write your current Cummutative Grade Point Average (CGPA) in this part. Please, be truthful in this section as your sincerity will make this research more useful. **REMEMBER THAT YOUR NAME OR IDENTITY IS NOT REQUIRED** in this questionnaire.

My CGPA as at last semester is _____

Thanks for your participation!

FREQUENCIES VARIABLES=GENDER EI MS LS FAC
  /ORDER=ANALYSIS.

Frequencies

Statistics

		GENDER	Ethnic Identity	Marital Status	Level of Study	Faculty
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0

Frequency Table

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	52	52.0	52.0	52.0
	Male	47	47.0	47.0	99.0
	Not Indicated	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	1	1.0	1.0	1.0
	Single	96	96.0	96.0	97.0
	Not Indicated	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Level of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	200L	88	88.0	88.0	88.0
	300L	11	11.0	11.0	99.0
	No Indication	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Science	13	13.0	13.0	13.0
	Social Sciences	20	20.0	20.0	33.0
	Agric Sc.	66	66.0	66.0	99.0
	Engineering	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

DESCRIPTIVES VARIABLES=AGE AMT CGPA
  /STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AGE	97	18	30	22.47	2.479
Achievement Motivation	100	47	81	71.23	7.437
Academic Performance	100	1.00	4.55	3.1687	.87726
Valid N (listwise)	97				

```
CORRELATIONS
  /VARIABLES=AGE AMT CGPA
  /PRINT=ONETAIL NOSIG
  /MISSING=PAIRWISE.
```

Correlations

Correlations

		AGE	Achievement Motivation	Academic Performance
AGE	Pearson Correlation	1	.003	.012
	Sig. (1-tailed)		.488	.453
	N	97	97	97
Achievement Motivation	Pearson Correlation	.003	1	-.044
	Sig. (1-tailed)	.488		.330
	N	97	100	100
Academic Performance	Pearson Correlation	.012	-.044	1
	Sig. (1-tailed)	.453	.330	
	N	97	100	100

```
RELIABILITY
  /VARIABLES=AM1 AM2 AM3 AM4 AM5 AM6 AM7 AM8 AM9 AM10 AM11 AM12 AM13 AM14 AM15 AM16
AM17 AM18 AM19 AM20 AM21 AM22 AM23 AM24 AM25 AM26 AM27 AM28 AM29
  /SCALE('Achievement Motivation Scale') ALL
  /MODEL=ALPHA.
```

Reliability
Scale: Achievement Motivation Scale

Case Processing Summary

		N	%
Cases	Valid	74	74.0
	Excluded[a]	26	26.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.847	29

```
FREQUENCIES VARIABLES=EI
  /ORDER=ANALYSIS.
```

Frequencies

Statistics

Ethnic Identity

N	Valid	100
	Missing	0

Ethnic Identity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yoruba	69	69.0	69.0	69.0
	Igbo	16	16.0	16.0	85.0
	Not Indicated	15	15.0	15.0	100.0
	Total	100	100.0	100.0	

```
T-TEST GROUPS=GENDER(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=AMT CGPA
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
Achievement Motivation	Female	52	73.13	4.935	.684
	Male	47	69.04	9.096	1.327
Academic Performance	Female	52	3.2285	.90757	.12586
	Male	47	3.1200	.84973	.12395

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equ		
		F	Sig.	t	df	Si
Achievement Motivation	Equal variances assumed	20.875	.000	2.818	97	
	Equal variances not assumed			2.741	69.308	
Academic Performance	Equal variances assumed	.177	.675	.612	97	
	Equal variances not assumed			.614	96.872	

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Achievement Motivation	Equal variances assumed	1.452	1.210	6.974
	Equal variances not assumed	1.493	1.114	7.070
Academic Performance	Equal variances assumed	.17724	-.24330	.46023
	Equal variances not assumed	.17664	-.24213	.45906

```
T-TEST GROUPS=EI(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=AMT CGPA
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Ethnic Identity	N	Mean	Std. Deviation	Std. Error Mean
Achievement Motivation	Yoruba	69	70.91	8.256	.994
	Igbo	16	73.56	3.502	.875
Academic Performance	Yoruba	69	3.1365	.86287	.10388
	Igbo	16	3.5356	.73025	.18256

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Achievement Motivation	Equal variances assumed	9.321	.003	-1.253	83	.214	-2.649
	Equal variances not assumed			-2.000	57.515	.050	-2.649
Academic Performance	Equal variances assumed	.696	.407	-1.711	83	.091	-.39910
	Equal variances not assumed			-1.900	25.691	.069	-.39910

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Achievement Motivation	Equal variances assumed	2.114	-6.855	1.556
	Equal variances not assumed	1.325	-5.301	.002
Academic Performance	Equal variances assumed	.23321	-.86294	.06473
	Equal variances not assumed	.21005	-.83111	.03291

```
SORT CASES BY AMT(A).
T-TEST GROUPS=AMT1(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=CGPA
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Achievement Motivation	N	Mean	Std. Deviation	Std. Error Mean
Academic Performance	Low	40	3.1235	.76339	.12070
	High	60	3.1988	.95070	.12273

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Academic Performance	Equal variances assumed	2.671	.105	-.419	98	.676	-.07533
	Equal variances not assumed			-.438	94.536	.663	-.07533

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Academic Performance	Equal variances assumed	.17982	-.43218	.28152
	Equal variances not assumed	.17214	-.41710	.26643

T-Test

Group Statistics

	AGE1	N	Mean	Std. Deviation	Std. Error Mean
Academic Performance	18-22yrs	58	3.2128	.86533	.11362
	23-30yrs	39	3.1297	.88441	.14162

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Academic Performance	Equal variances assumed	.003	.956	.459	95	.647	.08302

			.457	80.445	.649	.08302
Equal variances not assumed						

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Academic Performance	Equal variances assumed	.18078	-.27589	.44192
	Equal variances not assumed	.18157	-.27828	.44431