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EFFECT OF COGNITIVE BEHAVIOUR THERAPY IN ENHANCING ACHIEVEMENT MOTIVATION AMONG SCHOOL STUDENTS

By

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ABSTRACT

Achievement motivation is defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities, in which, a standard of excellence is thought to apply and where the execution of such activities can be succeeded or fail. Achievement motivation is considered as a successful predictor of academic achievement. The aim of the present study is to find out the effect of cognitive behaviour therapy in enhancing achievement motivation among school students. Objective of the study is that lack of achievement motivation impairs academic and family life. Once it is identified at an early stage, school students can be helped to enhance achievement motivation through cognitive behaviour therapy. 120 school students with lack of achievement motivation are allotted randomly to control and experimental group, 60 students in each group, with 30 boys and 30 girls, for the final study. Shaw Beena uses Achievement Motivation Scale to measure the level of achievement motivation among students. Experimental group is exposed to cognitive behaviour therapy for one month. Results clearly indicate that there is a significant difference ($p>.0001$) existing in the performance. Experimental group school students enhance achievement motivation faster ($p>.0001$) than the control group after intervention. Experimental girls are faster ($p>.0001$) than the boys in enhancing achievement motivation. Cognitive behaviour therapy is less time-consuming, more economical and one of the best methods of enhancement of achievement motivation among students.

KEYWORDS: Achievement Motivation Scale, school students, control and experimental group, boys and girls, cognitive behaviour therapy, success on academic and family life

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INTRODUCTION

Achievement motivation affects in connection with evaluated performance, in which, competition with a standard of excellence is paramount (McCleland et al., 1953). Achievement motivation is defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities, in which, a standard of excellence is thought to apply and where the execution of such activities can be succeeded or fail (Heckhausen, 1967; Pavithra & Chandramohan, 2014). Achievement motivation consists of a varied and complex set of assumptions, assessment, predictions, inferences, values, standards, and affective reaction is that may be irrational, inaccurate and contradictory (Dwek & Elliot, 1983). Achievement motivation is in connection with evaluated performance, in which, competition with a standard of excellence is paramount (McCleland, et al., 1953). The concepts of motive and role are obviously not mutually exclusive. Rather they represent different levels of analysis (Klinger & McNelly, 1969).

Intentional action is conceived of motivation process such as either a brief or a protracted vigorous struggle of motives; an act of choice, decision, or intention, terminating this struggle and consummatory intentional action itself, following either immediately or after an interval, short or long (Lewin, 1999).

Achievement is a task-oriented behaviour that allows individual's performance to be evaluated according to some internally and externally imposed criterion that involves the individual in competing with others. Achievement behaviour is behaviour best defined as a behaviour on skills, tasks or at least on tasks where individuals believe or feel that their competence affects outcomes. Achievement behaviour is distinguished from other forms of behaviour by its purpose. The goal of achievement behaviour is to be or feel competent of

incompetent (Maeher & Nicholls, 1980; Nicholls, 1984). Successful achievement often brings about consequences that are gratifying to their recipients, such as pay raise and social recognition (Spence & Helmreich, 1983).

PURPOSE OF THE STUDY

The study will facilitate the students to be equipped with achievement motivation and change their personality and comfort level, making the academic more conducive. Achievement motivation is considered as a successful predictor of academic success among school students. The aim of the present study is to find out the effect of cognitive behaviour therapy in enhancing achievement motivation among school students. Achievement motivation plays an important role in the academic success of school students. Poor academic achievement impairs academic success. Once it is identified at an early stage, school students can be helped to enhance their achievement motivation for reaching goals during the academic examinations. The objectives of the present study is to find out effect of cognitive behaviour therapy in enhancing achievement motivation among school students and to find out the gender differences, if any, among boys and girls, in enhancing achievement motivation through cognitive behaviour therapy. Hence, the present study is an attempt in this direction.

HYPOTHESIS

The following hypotheses are drawn from reviewing the worldwide literature:

Ha : Cognitive behaviour therapy is effective in enhancing achievement motivation among school students

Ha : Boys are faster than girls in enhancing achievement motivation after intervention

COGNITIVE BEHAVIOUR THERAPY

Cognitive behaviour therapy helps to utilise the cognitive skills to overcome maladaptive behaviour of the school students. It shapes the personality and competencies of the students. It helps to cherish the empathetic view of high profile bureaucratic personnel. It provides aspirants with a clear and credible rationale for understanding the emotions and mechanisms of therapeutic change. Cognitive behaviour therapy is the most effective therapeutic intervention to enhance achievement motivation and intensity of motivation in achieving the goals of school students. Cognitive

behaviour therapy helps in the optimum utilisation of time and resources in academic. Review of worldwide literature reveals that cognitive behaviour therapy is effective in enhancing achievement motivation among students (Laily Puji Astitu & Mohammed Nur Wangid, 2021 ; Oghenevwede, 2019 and Ayeni & Joseph Olatodo, 2017)

SAMPLING DESIGN

Table 1

Levels of achievement motivation during Pilot Study (n=500)

ACHIEVEMENT MOTIVATION		
Grade	**Number**	**Percentage (%)**
High	250	50
Low	250	50

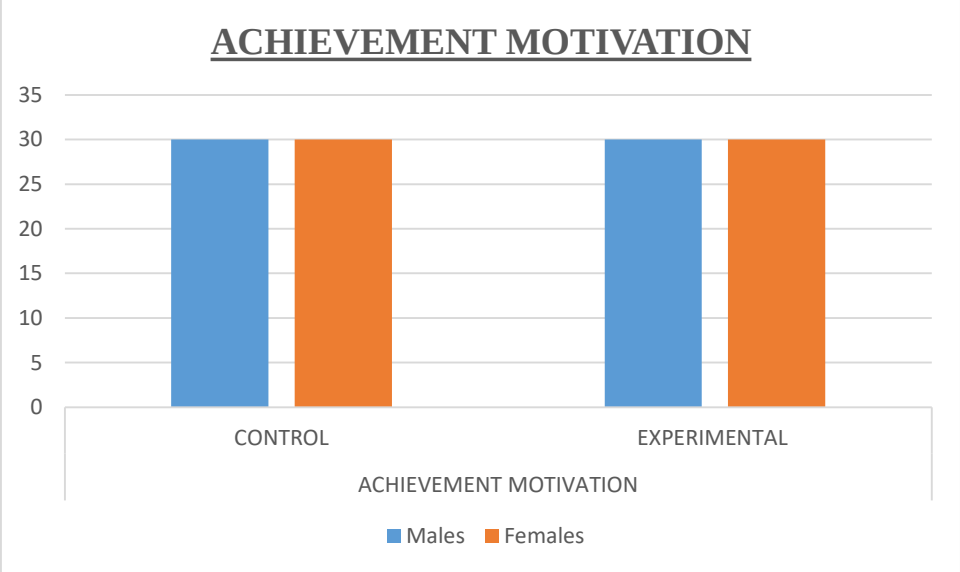

Figure 1: Levels of achievement motivation during Pilot Study

Table 1 and Figure 1 Bar Diagram show the level of achievement motivation of school students during the Pilot study. Out of 500 students, 250 (50%) students are high on achievement motivation and 250 (50%) students are low on achievement motivation. Students are able to understand and complete all the statements in the

questionnaire. Out of 250 school students with lack of achievement motivation, 120 students are allotted randomly to control and experimental group, 60 in each group, with 30 boys and 30 girls, for the final study.

Table 2

Sample Characteristics (n=120)

CONTROL		EXPERIMENTAL	
BOYS	**GIRLS**	**BOYS**	**GIRLS**
30	30	30	30

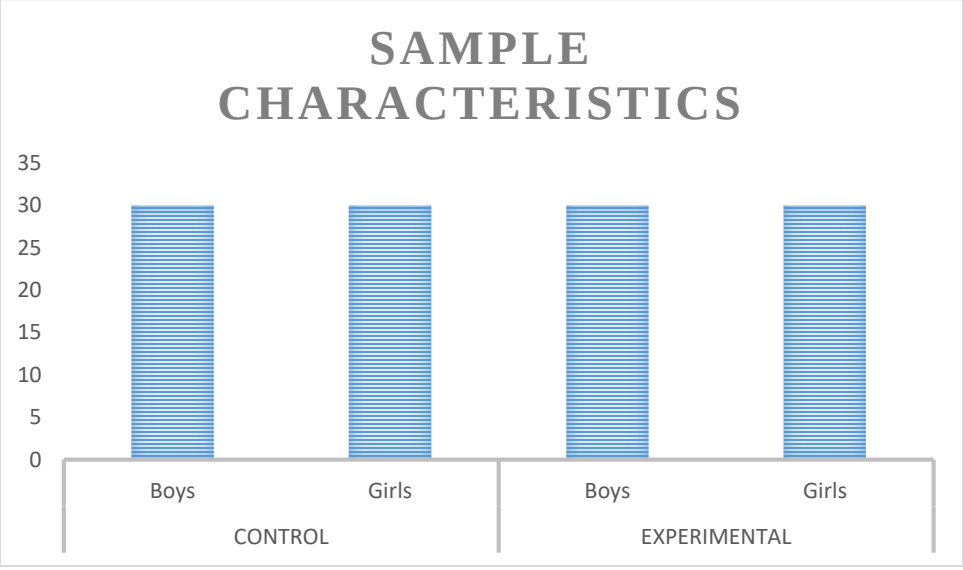

Figure 2 : Sample Characteristics

Table 2 and Figure 2 Bar Diagram show Frequency distribution and sample characteristics of the study. The group is made up of 60, 30 boys and 30 girls in the control are matched with the experimental group of 60, 30 boys and 30 girls on the dependent variable, on achievement motivation. Random sampling method is adopted for the selection of sample.

A descriptive statistics and mixed model factorial ANOVA are used to analyse differences over time and between the four categories of school students. For analysing the data Statistical Package for Social Sciences, Version 21 is used.

TOOL FOR THE TESTING

Achievement Motivation Scaleis administered to measure level of Achievement motivation among school students. Short detail of the psychological test is given below:

Achievement Motivations Scale - Shah Beena (2000) has developed the Achievement motivation Scale to assess the level of achievement motivation among students. Four domains or sources of achievement motivation are Need for Academic achievement, Need for Vocational achievement, Need for Social achievement and Need for Skill achievement. Three options like A, B and C are given to each statement. Students are asked to select his/her preferences. There are 40 statements and it usually takes 30 minutes to complete the test.

SCORING: Above 15 is high on each domain. Higher the score more the Achievement motivation. Lower the score lack of achievement

RESEARCH DESIGN

This study is conducted using Matched Group Design. The present work is an experimental study. This study incorporates matched group research design principles for testing the principal hypothesis and simple pretest-intervention, posttest design for testing the sub hypothesis. Area of the study for experimental intervention is school premises. Madras, Tamil Nadu. The study is conducted in three phases. In phase one, preliminary formalities and administration of test are done. In the second phase, intervention in the form of cognitive behaviour therapy is conducted. In the third phase, i.e., posttest, three months intervention and follow up are taken care off.

STATISTICS

Descriptive statistics for the students on achievement motivation is presented below and discussed along with results of mean, Sd and factorial Analysis of variance. Statistical Package for Social Sciences, Version 21, is used for analysis.

RESULTS AND DISCUSSION

The findings of the present study are discussed on Table 3-10 and Figures 3-9.

Table 3

Achievement Motivation Scale Need for Academic Achievement domain mean raw score and Sd of control (n=60) Vs. experimental group school students (n=60) over three phases of training

Test Phase	Category	Mean	Sd	Sig.
Need for Academic Achievement				
Pretest	Control group Experimental group	12 12	2 2	NS
Posttest	Control group Experimental group	12 28	2* 2	p>.0001
Follow-up	Control group Experimental group	12 29	2* 2	P>.0001

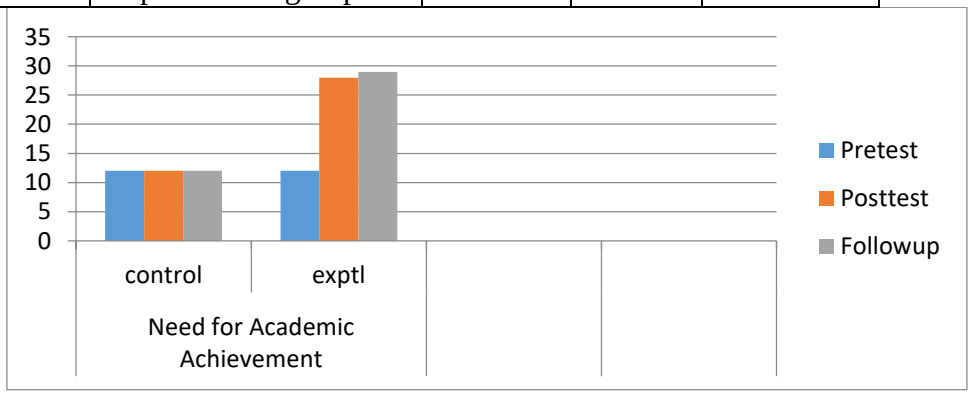

Figure 3: Bar Diagram shows Achievement Motivation Scale Need for Academic Achievement domain mean raw scores of control Vs. experimental group school students *over three phases of training*

Table 3 and Figure 3 Bar Diagram show Achievement Motivation Scale Need for Academic Achievement domain mean raw scores of control Vs. experimental group school students over three phases of training. It is seen from the table that control and experimental group are suffering from alck of low on Achievement Motivation Scale Need for Academic Achievement domain mean raw scores, during the pretest. Hence, the sample selected for the study is a homogeneous sample. Both the group of students are suffering from lack of Academic Achievement domain.

Posttest and follow-up analysis revealed that experimental group shows high on Achievement Motivation Scale Need for Academic Achievement domain mean raw scores, compared to the pretest. With intervention, the experimental group is high on Achievement Motivation Scale Need for Academic Achievement domain mean raw scores than the control group. This may be due to regular practice of cognitive behaviour therapy. School students are very ambitious and focus very well during the training. Many feel significant changes in their mental status after intervention. They learn to be high on academic achievement motivation, more ambitious and self-confident to perform well in the competitive examinations. They have opportunity to use this intervention throughout their study life.

Table 4

Achievement Motivation Scale Need for Vocational Achievement mean raw scores and Sd of control (n=60) Vs. experimental group school students (n=60) over three phases of training

Test Phase	Category	Mean	Sd	Sig.
Need for Vocational achievement				
Pretest	Control group Experimental group	13 14	3 3	NS
Posttest	Control group Experimental group	14 28	3* 2	p>.0001
Follow-up	Control group Experimental group	14 29	3* 2	p>.0001

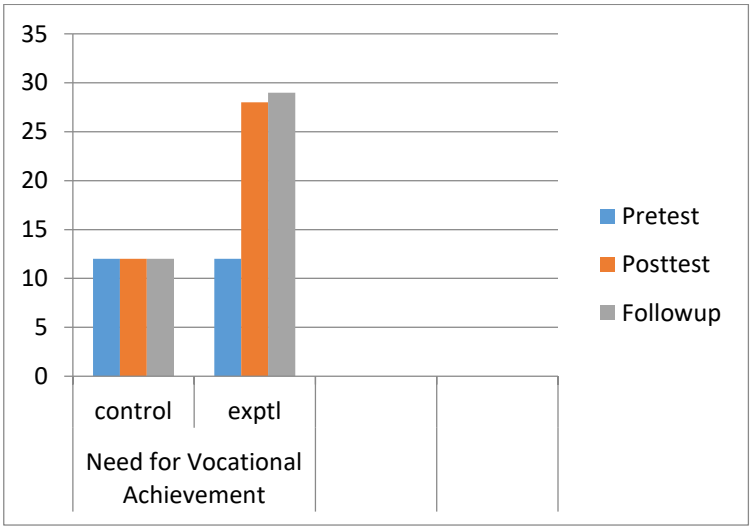

Figure 4 : Bar Diagram shows Achievement Motivation Scale Need for Vocational Achievement domain mean raw scores control Vs. experimental group school students over three phases of training

Table 4 and Figure 4 Bar Diagram show Achievement Motivation Scale Need for Vocational Achievement domain mean raw scores and Sd of control Vs. experimental group over three phases of training. It is seen from the table that control and experimental group are low on Achievement Motivation Scale Need for Vocational Achievement domain mean raw scores, during pretest. Hence, the sample selected for the study is a homogeneous sample. Both the group of college students are low on Need for Vocational Achievement domain mean raw scores.

Posttest and follow-up analysis reveal that experimental group school students are high on Need for Vocational Achievement domain, compared to the pretest. With intervention, the experimental group is high on Achievement Motivation Scale Need for Vocational Achievement domain mean raw scores than the control group. This may be due to regular practice of cognitive behaviour therapy. School students are very much interested in the job, ambitious and focus very well during the training.

Table 5

Achievement Motivation Scale Need for Social achievement domain mean raw scores and Sd of control (n=60) Vs. experimental group school students (n=60) over three phases of training

Test Phase	Category	Mean	Sd	Sig.
Need for Social achievement				
Pretest	Control group Experimental group	12 12	2 2	NS
Posttest	Control group Experimental group	12 28	2* 2	p>.0001
Follow-up	Control group Experimental group	12 29	2* 2	p>.0001

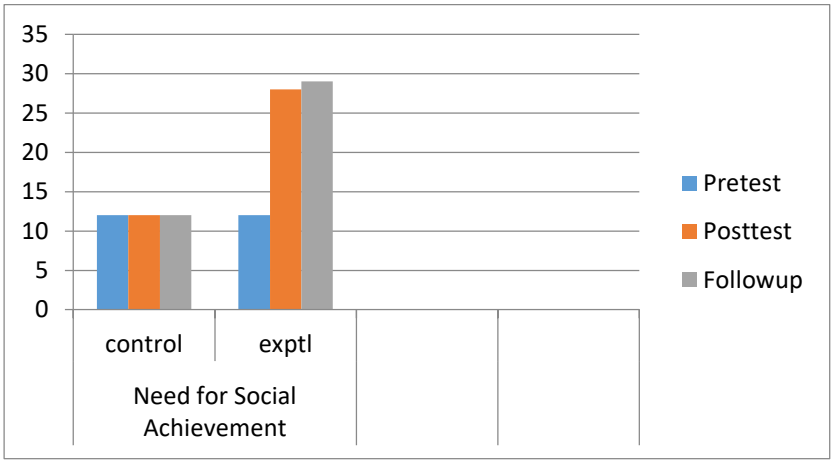

Figure 5: Bar Diagram shows Achievement Motivation Scale Need for Social achievement mean raw scores of control Vs. experimental group school students over three phases of training

Table 5 and Figure 5 Bar Diagram show Achievement Motivation Scale Need for Social achievement domain mean raw scores and Sd of control Vs. school students. It is seen from the table that control and experimental group are low on Achievement Motivation Scale Need for Social achievement domain mean raw scores, during pretest. Hence, the sample selected for the study is a homogeneous sample. Both the group of school students are low on Achievement Motivation Scale Need for Social achievement domain mean raw scores.

Posttest and follow-up analysis revealed that experimental group is high on Achievement Motivation Scale Need for Social achievement domain mean raw scores, compared to the pretest. With intervention, the experimental group is high on Achievement Motivation Scale Need for Skill achievement domain mean raw scores than the control group. This may be due to regular practice of cognitive behaviour therapy. School students are more extravert, a good socializer, mix freely with others, emotionally matured and focus very well during the training.

Table 6

Achievement Motivation Scale Need for Skill Achievement mean raw scores and Sd of control (n=60) Vs. experimental group school students (n=60) over three phases of training

Test Phase	Category	Mean	Sd	Sig.
Need for Skill Achievement				
Pretest	Control group Experimental group	12 12	2 2	NS
Posttest	Control group Experimental group	12 28	2* 2	p>.0001
Follow up	Control group Experimental group	12 29	2* 2	p>.0001

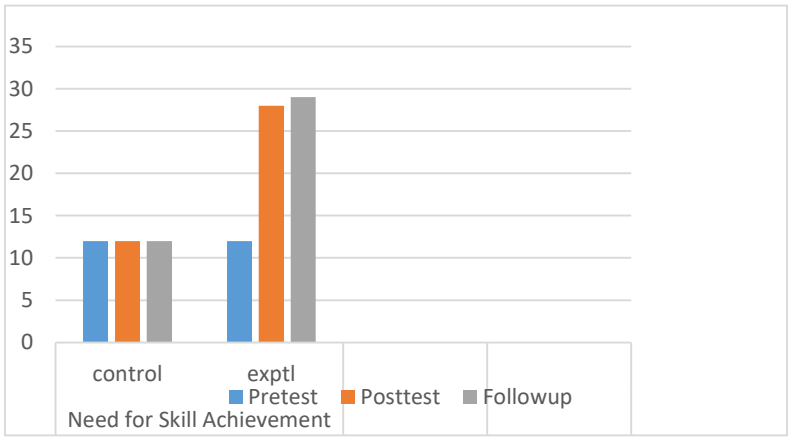

Figure 6: Bar Diagram shows Achievement Motivation Scale Need for Skill Achievement domain mean raw score of control Vs. experimental group school students over three phases of training

Table 6 and Figure 6 Bar Diagram show Achievement Motivation Scale Need for Skill Achievement domain mean raw scores and Sd of control Vs. experimental group over three phases of training. It is seen from the table that control and experimental group are low on Achievement Motivation Scale Need for Skill Achievement domain mean raw scores, during the pretest. Hence, the sample selected for the study is a homogeneous sample. Both the group of school students are lack of achievement motivation

Posttest and follow up analysis reveal that experimental group is high on Achievement Motivation Scale Need for Skill Achievement domain mean raw scores, compared to the pretest. With intervention, the experimental group is high on Achievement Motivation Scale Need for Skill Achievement mean raw scores than the control group. This may be due to regular practice of cognitive behaviour therapy. School students are developing various skills, more ambitious, emotionally matured and focus very well during the training.

Table 7

Achievement Motivation Scale various domains Mean raw scores and Sd values of control (n=60) Vs. experimental group school students (n=60) over pretest and posttest phase of training

VARIOUS DOMAINS	CATEGORY	MEAN	Sd	Sig.
Need for Academic Achievement	Control group Experimental group	10 30	2 2	NS
Need for Vocational Achievement	Control group Experimental group	10 30	2* 3	p>.0001
Need for Social Achievement	Control group Experimental group	10 30	3* 2	p>.0001
Need for Skill Achievement	Control group Experimental group	10 30	3* 2	p>.0001
Overall Achievement motivation	Control group Experimental group	40 120	5* 6	p>.0001

Table 8

ANOVA: Achievement Motivation Scale various domains mean raw scores of control (n=60) Vs. experimental group school students (n=60) over three phases of training

PARAMETERS	SUM OF SQUARE	df	Mean Square	F- Value	P - Value
Overall Achievement Motivation Pretest	0.28	1 119	0.287	0.068	NS
Posttest	6917.01 557.98	1 119	6917.01 4.73	1059.06	p>.0001
Follow-up	7261.68 65.52	1 119	7261.68 4.45	1200.02	p>.0001

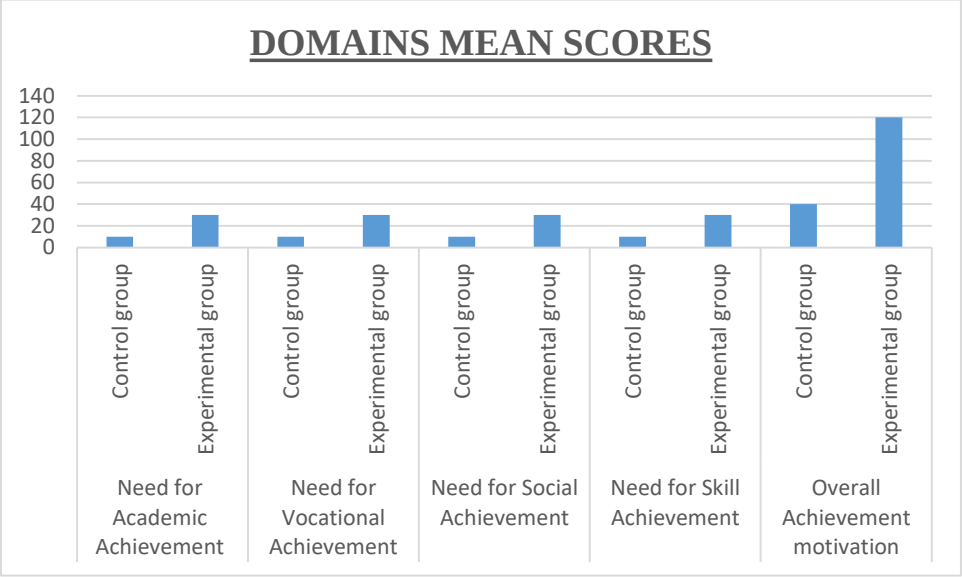

Figure 8 : Bar Diagram shows Achievement Motivation Scale various domains mean raw scores of control Vs. experimental group school students over pretest and posttest phase of training

Tables 7-8 and Figure 8 Bar Diagram show Achievement Motivation Scale various domains mean raw scores of control Vs. experimental group school students over three phases of training. It is seen from the table that control and experimental group are low on Achievement Motivation Scale vsrious domains mean raw scores during pretest. Hence, the sample selected for the study is a homogeneous sample. Both the group of school students are suffering from lack of achievement motivation.

Posttest and follow-up analysis reveal that experimental group is high on Achievement Motivation Scale various dimensions mean raw scores, compared to the pretest. Calculated posttest F - Value (1059.06) and Follow - up F - Value (1200.02) are higher than the tabular value, hence, there is an extremely significant difference (p>.0001) existing in the performance. Experimental group school students are higher (p>.0001) than the control group on Achievement Motivation Scale various domains mean raw scores. Experimental group is faster in enhancing achievement motivation after intervention.

With intervention, the experimental group is higher (p>.0001) than the control group on various domains of achievement motivation. This may be due to regular practice of cognitive behaviour therapy. Experimental group school students are higher (p>.0001) than the control group on Achievement Motivation Scale various domains mean raw scores after intervention.

Ha : Hypothesis stated "Cognitive behaviour therapy is effective in enhancing achievement motivation among school students" is accepted. Cognitive behaviour therapy is helping to enhance achievement motivation among school students.

GENDER DIFFERENCES AMONG SCHOOL STUDENTS

Table 9

Achievement Motivation Scale various domains mean raw scores of control boys (n=30) Vs. experimental girls (n=30) over pretest and posttest phase of training

VARIOUS DOMAINS	CATEGORY	MEAN	Sd	Sig.
Need for Academic Achievement	Control group Experimental group	10 30	2 2	NS
Need for Vocational Achievement	Control group Experimental group	10 30	2* 3	p>.0001
Need for Social Achievement	Control group Experimental group	10 30	3* 2	p>.0001
Need for Skill Achievement	Control group Experimental group	10 30	3* 2	p>.0001
Overall Achievement motivation	Control group Experimental group	40 120	9* 6	p>.0001

Table 10

ANOVA: Achievement Motivation Scale various domains mean raw scores of control boys (n=30) Vs. experimental girls (n=30) over three phases of training

Parameters	Sum of Square	df	Mean Square	F - Value	P - Value
Pretest	372.42	1 29	372.42	1.236	NS
Posttest	940.02 115.83	1 29	940.02 0.98	659.15	p>.0001
Follow-up	5078.52 929.23	1 29	5078.52 11.34	1250.18	p>.0001

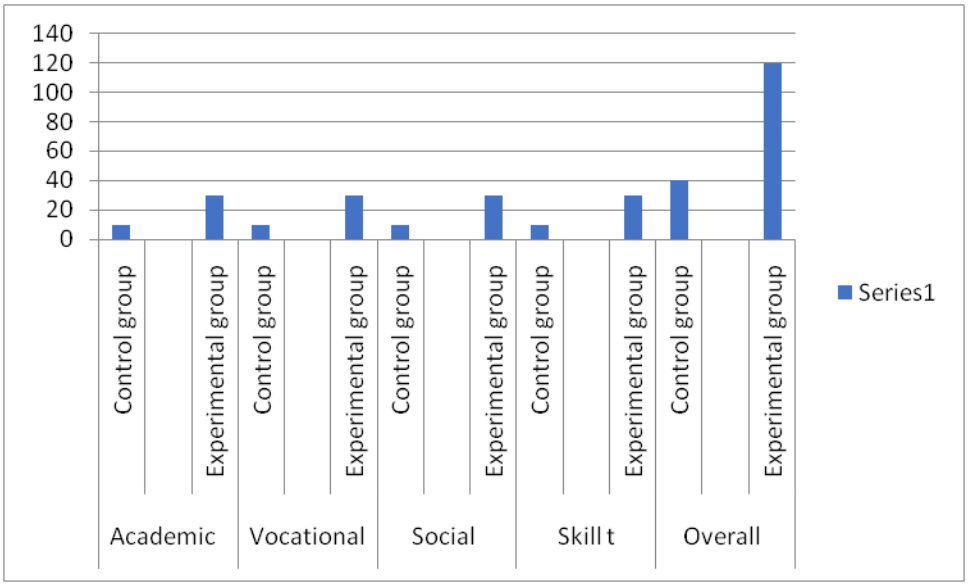

Figure 9: Bar Diagram shows Achievement Motivation Scale various domains mean raw scores of control boys Vs. experimental girls over pretest and posttest phases of training

Tables 9-10 and Figure 9 Bar Diagram show Achievement Motivation Scale various domains mean raw scores of control boys Vs. experimental girls over three phases of training. It is seen from the table that control boys and experimental girls are low (1.236) on Achievement Motivation Scale various domains mean raw scores, during the pretest. Hence, the sample selected for the study is a homogeneous sample. Both the group of school students are suffering from lack of achievement motivation.

Posttest and follow-up analysis reveal that experimental girls are high on Achievement Motivation Scale various domains mean raw scores, compared to the pretest. Calculated posttest F - Value (659.15) and Follow - up F - Value (1250.18) are higher than the tabular value, hence, there is an extremely significant difference ($p>.0001$) existing in the performance. Experimental group girls are higher ($p>.0001$) than the control boys on Achievement Motivation Scale various domains mean raw scores. Experimental group girls are faster in enhancing achievement motivation various domains after intervention.

With intervention, the experimental girls are higher ($p<0.001$) than the control boys on Achievement Motivation Scale various domains mean raw scores. This may be due to regular practice of cognitive behaviour therapy. Experimental girls are higher ($p>.0001$) than the boys on Achievement Motivation Scale various domains mean raw scores after intervention.

Ha : Hypothesis stated “Boys are faster than girls in enhancing achievement motivation after intervention” is rejected. In fact girls are faster than the boys in enhancing achievement motivation through intervention.

SUMMARY AND CONCLUSIONS

The matched design, experimental study clearly indicates that cognitive behaviour therapy enhances the development of achievement motivation among school students. The study also shows that the changes in the psychological wellbeing have been carried out for a longer duration of time, indicating that real learning has taken place. Cognitive behaviour therapy enables success in academic, vocation, social and various skills, psychological wellbeing and positive outlook as assessed through Achievement Motivation Scale. This study strongly suggests that cognitive behaviour therapy enhances achievement motivation and psychological wellbeing among school students.

MAJOR FINDINGS OF THE STUDY

The findings of the present study are given below:

- Experimental group is found to be greater on Achievement Motivation Scale domains compared to the control group after cognitive behaviour therapy
- Experimental group is found to be greater on various domains of achievement motivation scale such as need for academic achievement motivation, vocational Achievement motivation, social achievement motivation and skill achievement motivation, compared to control group after the cognitive behaviour therapy
- Experimental girls are faster than boys in enhancing achievement motivation afvter intervention
- Of all the techniques, cognitive behaviour therapy is less time-consuming, more economical and one of the best therapeutic techniques in enhancing achievement motivation among school students

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