



DEVELOPING A VALID RATING SCALE FOR MEASURING ACHIEVEMENT MOTIVATION OF HIGHER SECONDARY STUDENTS

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ABSTRACT

Many of the Achievement Scales / Inventories available in the market are most interested with culture oriented items. In the structural aspects of the instruments also, the dimensions involved basically cognitive and affective in nature. The present scale prepared by the researcher makes use of social oriented dimensions as constructs as in the scale of Achievement Motivation Inventory prepared and standardized by Schuler et.al. The draft tool designed by the researcher had 52 items built on 17 dimensions. In the process of validation, passing through the stages of establishing content validity, construct validity and factorial validity, 9 items have been dropped. Finally, the reliability of the newly developed scale has been established by Cronbach Alpha co. efficient of 0.729. The final validated tool consists of 43 highly valid and reliable items.

KEYWORDS: Achievement motivation, personality, social environment, Perfectionism

INTRODUCTION

Achievement motivation is a personality variable that has been used to explain individual differences in different contexts such as school, sports, and work spot. It is a permanent trait in people developed in a very early stage by the interaction of the individual with the social environment. The child who enjoys appreciation from elders for having done something good is likely to develop a flair for doing something unique for receiving rewards from the people around him. The more the child experiences rewarding situations for what he has done him cultivates the spirit of achieving something high and different over and above the people of his age group. This sort of tendency gets strengthened in the behaviour of an individual and slowly becomes a habit at the thinking and at action level, making it a part of the personality.

A perusal of literature on achievement motivation shows that there are good number of research instruments for assessing achievement motivation of students at different levels. However, almost all of them were found to be standardized on population of different culture. Even inside of our country many of the tools found to be in use are the once reflecting varied cultural elements in the items of the instruments and in certain cases some of the statements seem to be confusing because of cultural differences in the use of the language. Therefore the researcher, understanding the need for a valid achievement motivation scale for higher secondary students of Tamilnadu has planned to design the present study so as to make it a strongly validated one for assessing achievement motivation.

REVIEW

A study reported by Sarangi, C. (2015) on the “Achievement Motivation of the High School Students: A Case Study among Different Communities of Goalpara District of Assam” shows that there was no significant difference between tribal-non tribal and boy-girl students but urban students have shown higher achievement motivation than the rural students. In case of relationship between achievement motivation and academic achievement it was observed that there was no significant relation between achievement motivation and academic achievement of tribal, boy and rural students but there was a significant relationship between the achievement motivation and academic achievement of non tribal, girl and urban students.

A study on the topic “The Role of Achievement Motivations and Achievement Goals in Taiwanese College Students’ Cognitive and Psychological Outcomes” completed by Chen, Su-Yen; Lu, Luo (2015) reveals that institutions can encourage students to set their own motivational goals, rather than adopting goals set by the family or the clan, and to focus on self-referenced competence development and personal improvement.

Fletcher et al (2012) have published a research project on the topic “Research on Perfectionism and Achievement Motivation: Implications for Gifted Students”. It has shown that perfectionism and achievement motivation in non-gifted students will highlight directions for future research and implications for enhancing the achievement motivation of gifted students with perfectionism.

The study “American High School Students from Different Ethnic Backgrounds: The Role of Parents and the Classroom in Achievement Motivation” authored by Kim, Jung-In (2015) reports the findings that the high school students’ goal orientations were predicted by their perceptions of either parental or classroom variables. The students’ academic self-regulated motivations mediated the relationships. An additional hypothesis was supported that students with different ethnic backgrounds (i.e., students of European, Asian, and Latino descent) differed in how their perceptions of their parents’ motivating variables were related to their own achievement motivations, but not the relationships between students’ self-regulated motivations and achievement goal orientations. Implications for achievement motivation of ethnically diverse high school students are discussed.

The researcher has made a good collection of achievement motivation scales / inventories for studying the nature of the psychological tool. W. W. Norton and

company have published an achievement motivation scale for assessing the achievement motivation of students as well as adults. It is of 22 statements in true / false format. The tool has established different validity such as content, criterion related, and factorial validity. It has also provided grade norms ranging from no need for achievement to high need for achievement with intermediary levels of moderately low need for achievement, average need for achievement and moderately need for achievement.

Another well standardized research tool named as Achievement Motivation Inventory (AMI) was prepared and standardized by H. Schuler, G.C. Thornton III, A. Frintrup, R. Mueller-Hanson. Though it is based on a trait oriented concept of achievement motivation it has been built on a new concept of how a wide variety of facets of achievement motivation are related with each other. Many of the facets incorporated into this tool are somewhat similar to traditional aspects of personality. It is reported that for the first time the achievement motivation inventory has integrated relevant social motives into test items measuring the construct of achievement motivation.

The researcher understood the importance of the valid procedure incorporating 17 psychological components bordering around social motives for developing the achievement motivation inventory. The tool consists of 170 items to be rated on a seven point scale format.

INFERENCE

- ✓ Though there are number of studies on achievement motivation of students at different levels only a few are found to have been on the Indian population.
- ✓ Many of the studies completed abroad have made use of achievement motivation as an independent variable capable of influencing the relationship between achievement in different academic works and achievement, and also as a variable capable differentiating students of different categories.
- ✓ In a few studies achievement motivation has been used as a variable instrumental enough for bringing out change in certain other psychological aspects. For example in a study it is reported that the goal setting of the students should be of their own instead of the ones set by the family or clan for better development of achievement motivation.
- ✓ The review of published research tools revealed that almost all the research tools make use of different behavioural manifestations showing

the presence or lack of achievement motivation as the source for structuring achievement motivation scale. That is, achievement motivation is treated as a composite score of those behavioural aspects revealing the presence of achievement motivation.

Only in the Achievement Motivation Inventory (AMI) reviewed here shows that the components of achievement motivation are those social motives building up the achievement related behaviour of the individual. Therefore, the researcher has designed the present achievement motivation scale on the basis of the components identified by H. Schuler, et al (2004) to give a composite score of achievement motivation. Since the higher secondary students are in a highly perplexed state of mind, it is assumed that a good understanding of the

level of achievement motivation will enable the teachers to direct them towards the possible and suitable course of study after the higher secondary course.

PREPARATION OF THE DRAFT TOOL

After choosing the seventeen dimensions incorporated in the Achievement Motivation Inventory (AMI) of schuler et al (2004) the researcher prepared statements on the basis of these dimensions to be included as test items in the proposed scale. Table 1 gives the number of statements prepared for each dimension to be answered by the subjects in a five point scale as: *Strongly Agree - Agree - Undecided - Disagree - and Strongly Disagree.*

Table 1
Dimension wise number of statements of the Achievement Motivation Scale

S.No	Dimension	No. of Items
1	Compensatory effort	4
2	Competitiveness	3
3	Confidence in success	4
4	Dominance	3
5	Eagerness to learn	2
6	Engagements	3
7	Fearlessness	3
8	Flexibility	4
9	Flow	3
10	Goal setting	3
11	Independence	3
12	Internality	2
13	Persistence	4
14	Preference for difficult task	2
15	Pride in productivity	3
16	Self control	3
17	Status orientation	3
Total		52

VALIDATION OF THE TOOL

Validity of an instrument is the degree to which it measures what it is supposed to measure. It should measure what it was designed to measure, and not something else instead. Validity is based on matters of degrees; validity is not an all or nothing idea.

Content validity

Copies of the Draft Tool were provided to the Experts guiding Doctoral studies in Education to study the appropriateness of the statements prepared and offer suggestions for better alterations or modifications. On the basis of the suggestions provided by the experts,

alterations and verbal modifications were made to make the tool more relevant and appropriate to assess achievement motivation.

Item Validity: To establish the statistical validity, the modified Draft tool was administered to 100 higher secondary students. After scoring responses of the respondents, the validity of each item has been established by subjecting the data to Goodness of Fit Test, which is

otherwise called one sample test of chi square. It is one of the several applications of chi square test (Cohen Louis, 1976). Here it is used to test the null hypothesis formed for every Reaction statement in the draft tool that the responses obtained under Strongly *Agree*, *Agree*, *Undecided*, *Disagree*, and *Strongly Disagree* are not by CHOICE.

Table 2
Goodness of Fit Value of Items of Achievement Motivation Scale

Item No.	Goodness of Fit Value	Table Value at .01Level	Remark on H ₀	Item No.	Goodness of Fit Value	Table Value at .01Level	Remark on H ₀
1	53.26	13.28	Rejected	27	8.42	13.28	<i>Accepted</i>
2	38.54	13.28	Rejected	28	33.26	13.28	Rejected
3	9.65	13.28	<i>Accepted</i>	29	32.59	13.28	Rejected
4	87.59	13.28	Rejected	30	62.58	13.28	Rejected
5	65.15	13.28	Rejected	31	53.46	13.28	Rejected
6	45.26	13.28	Rejected	32	24.78	13.28	Rejected
7	34.18	13.28	Rejected	33	28.64	13.28	Rejected
8	23.35	13.28	Rejected	34	34.59	13.28	Rejected
9	29.65	13.28	Rejected	35	45.62	13.28	Rejected
10	6.59	13.28	<i>Accepted</i>	36	48.35	13.28	Rejected
11	45.38	13.28	Rejected	37	24.95	13.28	Rejected
12	29.62	13.28	Rejected	38	31.49	13.28	Rejected
13	41.62	13.28	Rejected	39	36.79	13.28	Rejected
14	35.26	13.28	Rejected	40	6.59	13.28	<i>Accepted</i>
15	29.65	13.28	Rejected	41	29.53	13.28	Rejected
16	73.29	13.28	Rejected	42	19.35	13.28	Rejected
17	46.38	13.28	Rejected	43	46.62	13.28	Rejected
18	49.58	13.28	Rejected	44	49.35	13.28	Rejected
19	62.46	13.28	Rejected	45	76.59	13.28	Rejected
20	35.85	13.28	Rejected	46	56.34	13.28	Rejected
21	23.64	13.28	Rejected	47	45.62	13.28	Rejected
22	29.59	13.28	Rejected	48	43.59	13.28	Rejected
23	56.62	13.28	Rejected	49	75.62	13.28	Rejected
24	48.35	13.28	Rejected	50	49.38	13.28	Rejected
25	8.64	13.28	<i>Accepted</i>	51	8.62	13.28	<i>Accepted</i>
26	48.59	13.28	Rejected	52	46.35	13.28	Rejected

The above table furnishes the Goodness of Fit value for each one of the 52 items. The table shows that 46 Statements are *Retained* because the stated null hypotheses for these statements are *Rejected* at 0.01 level.

Construct Validity: Using the tabulated data, the Item - Dimension total correlation was computed for each Statement to establish the construct validity of the newly formed tool. Dimensions are the Compensatory effort, Competitiveness, Confidence in success, Dominance,



Eagerness to learn, Engagements, Fearlessness, Flexibility, Flow, Goal setting, Independence, Internality, Persistence, Preference for difficult task, Pride in productivity, Self control, and Status orientation incorporated in the Statements. Table 3 provides the Item - Dimension total correlation for the 46 items.

Table 3
Item - Dimension Total Correlation value of Achievement Motivation Scale

<i>Item No</i>	<i>r Value</i>	<i>Item No</i>	<i>r Value</i>	<i>Item No</i>	<i>r Value</i>
1	0.37	17	0.48	33	0.35
2	0.45	18	0.43	34	0.51
3	0.53	19	0.52	35	0.64
4	0.62	20	0.64	36	0.29
5	0.48	21	0.51	37	0.54
6	0.29	22	0.29	38	0.35
7	0.34	23	0.36	39	0.58
8	0.31	24	0.35	40	0.61
9	0.26	25	0.49	41	0.07*
10	0.64	26	0.08*	42	0.53
11	0.51	27	0.29	43	0.64
12	0.39	28	0.34	44	0.26
13	0.68	29	0.32	45	0.33
14	0.52	30	0.39	46	0.48
15	0.04*	31	0.56		
16	0.39	32	0.31		

* items deleted

From the above table it may be seen that 43 Statements are significantly correlated with their respective dimensions they are retained in the scale; whereas three statements not securing significant correlation with their dimensions were deleted.

Thereafter, the correlation between dimension wise total and the overall scale total of the tool was computed. Table 4 gives the correlation value for all the seventeen dimensions.

Table 4
Dimension - Total Correlation of Achievement Motivation Scale

<i>S.N</i>	<i>Dimension</i>	<i>'r' value</i>	<i>Significance</i>
1	Compensatory effort	0.59	0.00
2	Competitiveness	0.64	0.00
3	Confidence in success	0.38	0.00
4	Dominance	0.29	0.00
5	Eagerness to learn	0.49	0.00
6	Engagements	0.46	0.00
7	Fearlessness	0.48	0.00
8	Flexibility	0.59	0.00
9	Flow	0.67	0.00
10	Goal setting	0.82	0.00
11	Independence	0.49	0.00
12	Internality	0.61	0.00
13	Persistence	0.34	0.00
14	Preference for difficult task	0.44	0.00
15	Pride in productivity	0.62	0.00
16	Self control	0.37	0.00
17	Status orientation	0.29	0.00

From table 4 it may be inferred that all the seventeen dimensions are significantly correlated with the overall total of the scale confirming the contribution of each dimension to the composite score.

Factorial Validity: Finally the researcher has decided to make the process of validation complete by Factor Analysis. The partially validated draft tool was again

administered to 300 higher secondary students chosen by random from various schools of Trichy district.

The process of factor analysis started with the Extraction of Communality values for all the 46 items. The Extracted Values are furnished in table 5.

Table 5
Extracted communality value of Achievement Motivation Scale

Item No	Initial value	Extracted value	Item No	Initial value	Extracted value	Item No	Initial value	Extracted value
1	1.00	0.73	2	1.00	0.75	3	1.00	0.63
4	1.00	0.76	5	1.00	0.74	6	1.00	0.69
7	1.00	0.72	8	1.00	0.65	9	1.00	0.63
10	1.00	0.68	11	1.00	0.73	12	1.00	0.67
13	1.00	0.59	14	1.00	0.73	15	1.00	0.80
16	1.00	0.71	17	1.00	0.72	18	1.00	0.59
19	1.00	0.75	20	1.00	0.72	21	1.00	0.71
22	1.00	0.59	23	1.00	0.70	24	1.00	0.61
25	1.00	0.71	26	1.00	0.60	27	1.00	0.76
28	1.00	0.71	29	1.00	0.73	30	1.00	0.76
31	1.00	0.69	32	1.00	0.73	33	1.00	0.59
34	1.00	0.65	35	1.00	0.75	36	1.00	0.85
37	1.00	0.59	38	1.00	0.77	39	1.00	0.64
40	1.00	0.83	41	1.00	0.65	42	1.00	0.68
43	1.00	0.60						

All the 46 items have recorded more than 0.59, proving their suitability for inclusion.

The further analysis to explain the total variance of each component by Initial Eigen Values is given in table

6.

Table 6
Total variance explained – Eigen values – extraction of squared loadings Achievement Motivation Scale

Component	Total Variance Explained					
	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.867	6.667	6.667	2.867	6.667	6.667
2	2.480	5.768	12.435	2.480	5.768	12.435
3	2.440	5.675	18.110	2.440	5.675	18.110
4	2.222	5.167	23.277	2.222	5.167	23.277
5	2.120	4.930	28.207	2.120	4.930	28.207
6	2.043	4.752	32.959	2.043	4.752	32.959
7	1.911	4.444	37.402	1.911	4.444	37.402
8	1.772	4.120	41.523	1.772	4.120	41.523
9	1.704	3.962	45.485	1.704	3.962	45.485
10	1.615	3.757	49.242	1.615	3.757	49.242
11	1.533	3.565	52.807	1.533	3.565	52.807
12	1.440	3.348	56.155	1.440	3.348	56.155
13	1.294	3.009	59.164	1.294	3.009	59.164
14	1.245	2.895	62.058	1.245	2.895	62.058
15	1.205	2.802	64.861	1.205	2.802	64.861
16	1.171	2.723	67.584	1.171	2.723	67.584
17	1.080	2.511	70.095	1.080	2.511	70.095
18	.970	2.256	72.351			
19	.947	2.202	74.553			
20	.891	2.072	76.625			
21	.808	1.879	78.504			
22	.794	1.845	80.349			
23	.764	1.777	82.126			
24	.723	1.680	83.806			
25	.677	1.574	85.380			
26	.647	1.504	86.884			
27	.617	1.434	88.318			
28	.577	1.341	89.658			
29	.482	1.120	90.778			
30	.471	1.097	91.875			
31	.417	.971	92.845			
32	.398	.927	93.772			
33	.367	.854	94.626			
34	.353	.821	95.447			
35	.330	.767	96.214			
36	.302	.702	96.916			
37	.276	.643	97.559			
38	.245	.571	98.130			
39	.225	.524	98.654			
40	.201	.467	99.120			
41	.169	.394	99.514			
42	.133	.308	99.823			
43	.076	.177	100.000			

It is understood from table 6 that the first seventeen components explain a variance ranging from 6.667 to 70.095.

Moreover, the extracted sums of squared loadings reveal that the first seventeen components account for 70.095 of the composite score value. Therefore, the seventeen component may be treated as the major

constructs of the instrument designed to assess achievement motivation of higher secondary students.

Thereafter the contribution of each item to this seventeen factors has been computed by principal component analysis using Varimax rotation with Kaiser normalization. The generated rotated component matrix is given in table 7.

Table 7
Principal Component Analysis values of Achievement Motivation Scale

	Component																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
item1	.480	-.074	-.018	.101	-.029	-.038	-.431	.057	.063	-.134	.045	-.283	-.078	-.125	.087	.126	-.228
item2	.378	.457	.215	.081	.178	-.218	-.015	.271	-.002	.286	-.275	.052	-.089	-.158	-.341	.067	-.123
item3	.441	-.407	.460	.055	.175	.236	-.136	-.059	-.064	-.173	-.222	.172	.072	-.035	-.122	.143	.026
item4	.236	.182	.186	.303	-.201	-.189	.115	.100	-.208	-.216	.246	.129	.142	-.131	.015	-.218	-.082
item5	.430	-.099	.120	.086	.461	.087	.343	-.051	.301	.041	.022	.120	.294	-.090	.353	.004	.005
item6	.397	-.248	-.117	.123	.101	.406	.137	.170	-.015	.391	.097	.170	-.178	-.181	-.164	-.044	-.093
item7	.389	.108	.282	.117	-.020	.142	.308	-.227	.133	.018	.084	-.363	.105	.148	.158	.003	-.017
item8	.019	.511	-.155	.264	.210	.232	-.130	.353	-.197	.195	-.124	.030	.132	.163	.040	-.151	-.108
item9	.246	.196	-.254	-.156	-.199	-.164	-.030	-.173	.097	.083	.222	-.002	-.104	.165	-.007	.073	-.042
item10	.001	.487	-.011	.227	.049	-.419	.297	.013	-.122	-.007	-.260	-.065	.037	-.121	.124	-.104	.118
item11	.383	.345	.403	-.090	.066	.013	-.297	-.227	-.022	-.220	.213	.124	-.175	.065	-.154	.022	-.164
item12	-.088	.437	-.120	.382	.423	.118	.116	-.150	.138	-.178	.170	.280	-.041	.018	.073	.058	
item13	.211	.379	-.213	-.292	.320	-.167	-.002	-.054	.108	-.037	-.063	.153	-.262	-.160	.167	-.336	.280
item14	.012	-.008	.540	-.284	.220	.355	-.032	.111	.142	.240	.266	-.075	-.126	.181	-.264	-.064	-.021
item15	.230	.203	.469	-.277	.103	.125	.307	.032	-.090	-.243	-.157	.306	.224	.228	-.173	-.111	-.099
item16	-.063	.312	.415	-.053	-.012	.315	.166	.370	-.164	-.041	.030	-.021	.074	-.367	.077	-.058	.048
item17	.422	-.246	.388	.324	.046	.216	-.256	-.127	.105	.045	.281	.215	-.081	-.069	.017	-.342	.029
item18	-.092	.269	.053	.641	.166	.037	-.264	.171	.155	-.133	-.143	.196	.015	.202	-.064	-.001	.083
item19	-.051	.166	.362	-.547	.293	-.086	-.084	.110	.194	.058	-.069	.214	.148	.181	.119	.392	.085
item20	.037	-.218	-.214	.425	-.002	-.082	-.119	-.134	.228	.135	.356	.282	.311	-.185	.024	-.015	.109
item21	.253	.100	-.132	-.339	.232	-.115	-.228	.140	-.317	.139	-.223	-.300	.203	.212	.075	-.245	.022
item22	.099	.026	.350	-.088	.437	.196	.368	.319	.014	-.124	.103	-.068	-.146	.039	.040	.167	-.063
item23	.146	.052	-.086	.053	.410	-.349	.002	.231	.317	-.189	.304	-.106	-.162	-.067	-.008	-.312	.215
item24	.279	-.285	-.305	-.192	.392	.212	.197	.250	.094	.330	-.116	-.086	.094	-.034	.210	-.153	-.080
item25	.307	.097	-.386	.118	-.390	.116	.209	.039	-.217	.176	.318	.291	-.261	.034	-.113	.077	.039
item26	.280	.057	.199	.121	-.369	-.210	.353	.040	-.261	.027	-.111	.213	.150	.116	.062	-.008	.005
item27	.198	.037	-.260	-.062	-.145	.575	.202	.391	-.014	.134	.107	.092	.341	-.017	.032	-.023	-.186
item28	.111	.001	.162	.185	-.348	-.472	-.258	.218	.241	.164	-.036	.113	.152	.294	.009	.063	.001
item28	.165	.441	-.024	-.180	-.333	.459	-.028	-.094	.211	-.136	-.095	-.014	-.098	-.133	.358	-.010	-.145
item30	.075	.093	-.202	.113	.118	-.174	.466	-.097	.256	-.168	.010	.038	-.139	.307	-.151	.303	-.149
item31	.069	.138	-.151	.047	-.146	-.066	-.165	.583	.043	-.160	.307	.141	.090	.095	-.087	.294	.254
item32	.204	.044	-.211	.355	.069	.233	.120	-.412	.321	.303	.246	-.178	.002	.171	-.108	-.067	.184
item33	.116	.124	-.072	-.060	.142	.020	-.015	.037	-.461	.386	.398	-.259	.138	.061	.031	.223	-.023
item34	-.345	.080	.293	-.070	-.068	.147	-.025	.173	.403	.048	.309	-.116	-.231	.164	.041	.075	.211
item35	.246	-.277	-.309	.032	.159	-.017	.222	.126	-.114	-.487	.094	.236	-.020	-.069	-.275	-.014	.119
item36	.260	-.048	-.301	-.168	.192	.116	-.219	-.256	-.042	.217	-.305	.374	.227	-.009	.200	.030	.241
item37	.259	.035	-.082	.004	-.343	.101	.001	.059	.195	-.211	-.012	-.468	.204	-.102	-.188	.138	.316
item38	.199	.026	-.139	.194	.186	-.038	.151	-.019	.388	.337	-.082	-.023	-.395	.317	.346	-.083	.014
item39	.363	-.272	-.063	.003	-.114	-.370	.107	-.312	-.036	-.159	-.030	.113	.127	.377	.093	.457	-.243
item40	.258	.062	-.027	.267	.253	-.153	-.274	-.157	-.317	-.202	-.059	.147	.055	-.323	.197	.306	.397
item41	.184	.214	.297	-.099	.245	-.127	.259	-.302	.301	.152	-.098	-.047	-.029	-.312	-.209	.292	.093
item42	.193	-.142	.307	.158	.016	-.023	.181	.227	-.080	-.008	.231	.045	-.328	.173	.557	.213	.125
item43	.195	-.175	.241	.002	-.098	.181	-.013	-.156	-.417	-.037	-.054	.262	.145	.213	-.155	.319	.525

Table 7 reveals that each item has obtained higher loading on the component for which it has been structured, confirming the validity of each item incorporated in the tool.

Reliability

The Reliability Coefficient of the tool has been established by Cronbach's Alpha method. The computed

Reliability Coefficient **0.729** shows that the tool is highly reliable.

In order to verify the internal consistency of the tool with the help of Cronbach's Alpha test the corrected item total correlation was computed first for every statement included. Table 8 gives the Cronbach's alpha for each one of the 43 items when the concerned item is deleted.

Table 8
Cronbach's Alpha value for items of Achievement Motivation Scale

S.No	Corrected Item Total Correlation	Cronbach's Alpha if item deleted	S.No	Corrected Item Total Correlation	Cronbach's Alpha if item deleted
1	0.34	0.595	23	0.40	0.568
2	0.52	0.593	24	0.38	0.576
3	0.29	0.582	25	0.62	0.578
4	0.62	0.581	26	0.68	0.586
5	0.45	0.593	27	0.43	0.580
6	0.39	0.593	28	0.40	0.585
7	0.28	0.575	29	0.29	0.576
8	0.43	0.582	30	0.37	0.572
9	0.66	0.579	31	0.82	0.588
10	0.38	0.585	32	0.19	0.576
11	0.25	0.572	33	0.48	0.574
12	0.60	0.570	34	0.37	0.589
13	0.31	0.586	35	0.61	0.580
14	0.28	0.585	36	0.54	0.586
15	0.30	0.588	37	0.56	0.576
16	0.41	0.585	38	0.63	0.587
17	0.23	0.579	39	0.38	0.567
18	0.19	0.585	40	0.91	0.581
19	0.34	0.588	41	0.68	0.582
20	0.31	0.585	42	0.50	0.597
21	0.42	0.586	43	0.26	0.594
22	0.50	0.582			



Table 8 shows that the value of Cronbach's alpha is lesser than the computed reliability coefficient 0.729 revealing the fact that the deletion of any item will cause sizable reduction in the reliability of the tool. Thus the internal consistency of the tool has been established.

Final form and Dimension wise Item Categorization

The items meant for different dimensions of the Final Form of the Tool are furnished in table 9.

Table 9
Items of the Achievement Motivation Scale - Dimension wise

Dimensions	Statements
Compensatory effort	1, 9, 17
Competitiveness	2, 10, 18
Confidence in success	3, 11, 19
Dominance	4, 12, 20
Eagerness to learn	5, 13,
Engagements	6, 14
Fearlessness	7, 15, 21
Flexibility	8, 16, 22
Flow	23, 32, 41
Goal setting	24, 33,
Independence	25, 34, 42
Internality	26, 35,
Persistence	27, 36,
Preference for difficult task	28, 37,
Pride in productivity	29, 38,
Self control	30, 39, 43
Status orientation	31, 40,

Scoring

All the items included under seventeen dimensions are positive in nature. Therefore, the scoring of the responses of the subjects would be as: five for strongly agree, four for agree, three for undecided, two for disagree, and one for strongly disagree.

Final Form of the Scale

S.No	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I get fully involved in any job I undertake.					
2	I think I can achieve more if I compete with others in any situation.					
3	I will not give up my determination to win in any situation.					
4	People who move with me will not fail to appreciate my talents.					
5	I am very anxious to continue to learn.					
6	Always I will be engaged in doing something.					
7	I am courageous to undertake any tough job.					
8	I like jobs which really test my talents.					
9	In the case of new jobs, I collect information about the skills required and accordingly I start working on them.					
10	I would not lose success in any of the competitions I participate.					
11	At the face of any confrontation my march towards success will not get affected.					
12	My friends will not go against my words.					
13	I am always trying to extend my knowledge and develop my skills.					
14	If I am left without any job, I will become very sad.					
15	I will never expose my fear and anxiety even when I happen to perform something as a representative of a place of residence group.					
16	I never leave anything that will be a challenge to me.					
17	Even the job I undertake is very tough I will succeed in completing the job.					
18	I will always try to do things better and quicker than others.					

19	I am considered as a sign of success by my friends.							
20	Those who are with me will follow my words if it is related to studies, games, or in performing tasks.							
21	I never hesitate to compete with people who are more competent than me.							
22	I prefer to do new things to the routine ones.							
23	I will have full concentration on the job at hand.							
24	I am heading towards my target calmly.							
25	I readily accept my faults.							
26	I believe that the will of a person gives success to his life.							
27	I am prepared to give my hard work for any number of days till I reach the goal.							
28	I like challenging tasks.							
29	One cannot measure the happiness one may have at the time of achieving success by exploiting all talents.							
30	I will not mind even if I don't get any benefit at the end of completing a job.							
31	I would like to have the highest status even in my private life.							
32	While engaged in a work I will not think about me or my family.							
33	My only thinking is that what all I do should be of great success.							
34	At the time of getting into a job, apart from the instructions given I will have my own plan for its successful completion.							
35	Our effort and way of doing things are the means for deciding our success or failure of our doings.							
36	I never think of anything other than the job in which I am involved.							
37	I am prepared to accept jobs which many may decline fearing failure.							
38	The success I reap at the end of a difficult job makes me stronger in my self confidence and self esteem.							
39	I will perform any job after systematically planning its execution.							
40	My ambition is to be at the top in any field of work I may belong to.							
41	My family members feel that without taking any rest I am always engaged in work.							
42	Whatever be the matter I am involved I conduct myself.							
43	I complete the accepted job in the prescribed time limit by practicing self control.							

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