

# ACHIEVEMENT MOTIVATION VIS-À-VIS PERSONALITY TYPE: IMPLICATION FOR ACADEMIC SUCCESS

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**Abstract:** Achievement Motivation is one unique and salient theory which highlights the context that individuals are motivated and determined to succeed by seeking out achievement and success. These individuals are more encouraged to succeed at challenging tasks and find meaning in life when they are able to accomplish their targets the best way that they can. This research undertaking looked into the Achievement Motivation level of the psychology majors as it was correlated with their personality profile as measured by a standardized test Myer-Briggs Type Indicator and the Sixteen Personality Factor, which are reliable and valid instruments. Similarly, this study investigated the relationship between Achievement Motivation and General Weighted Average. The varied dimensions of the Personality tests 16 PF and MBTI were correlated with the GWA and Achievement Motivation respectively to assess how well the distinct personalities of the AB Psychology students enrolled in the Department of Psychology differ from each other in significant way. The chosen respondents of the study consisted of ninety (90) AB Psychology students enrolled in the college. The research locale of the study is the Tarlac State University, one of the promising SUC in the region and in the entire country with its aim of becoming the premiere state university in the Asia Pacific region. The Pearson correlation coefficient and the chi-square test of significance were utilized in the interpretation of data as well as descriptive statistics. Results reveal that there is a significant relationship between Achievement Motivation and the General Weighted Average of the AB Psychology students. This connotes that as the GWA increases the Achievement Motivation of the respondents also increases. On the other hand, results revealed that there is no direct relationship between the Achievement Motivation of the respondents and the personality types based on the Myer-Briggs Type Indicator Test (MBTI). Similarly, the 16 PF Factor Vigilance has significant relationship with General Weighted Average, while Dominance has direct relationship with Achievement Motivation. Analysis of data suggests the following recommendations: The school officials and curriculum planners should prioritize and integrate in the academic and social curriculum the deepening and strengthening of the unique personality attributes of every learner. To provide avenues for the learner to grow more deeply while maintaining their uniqueness as persons. Knowing that the higher the degree of achievement motivation of the students the higher their grades is as reflected in their General Weighted Average. Thus, the Psychology faculty, whether Junior or Senior is encourage to creatively find ways to strengthen the personality traits and unique qualities of the learners by proactively engaging the students in quality and efficient learning. To be instrumental in the molding of the unique psyche of the “would-be” psychologists and psychometricians who will play a critical role in the country and across the globe. There is too limited or too few studies have been done in the Philippine setting regarding achievement motivation. Therefore, the researcher recommends that Achievement Motivation be explored more deeply in different school settings and levels as a solution to the dearth of literature on this very important topic which concerns the actors and actresses in the educational scenario – the students.

**Keywords:** Achievement Motivation, General Weighted Average, Personality Type, Dimensions, Academic Success.

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## 1. INTRODUCTION

Living in this highly technological world is very challenging. One cannot help but think of ways on how our technology-aided culture has penetrated our day to day life in varied facets. What motivates the individual to persist and find meaning in life depends on the way he or she thinks and behave. Regardless of the state of life, age and stage of development, in one way or another each individual is driven to strive and find meaning day by day.

Motivation is the spark which ignites our energy and passion as well as the basic drive for all of our actions. Thus, each individual regardless of culture, race and gender is driven every minute of his life to strive and find meaning in what he does. Similarly, he is determined to create his niche in the world while he is set to achieve and become successful in almost all facets of his life.

Looking at the existing literature and varied studies in local and national context, motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments (Pintrich & Schunk, 1996). Spence and Helmreich (1983) gave meaning to achievements as task-oriented behavior. Performances of individuals such as intelligence, achievement, aptitude and work performance are often compared against the existing standards or norms or with others for assessments.

Achievement motivation is anchored on reaching success and proving ones worth and potential in all areas and all of our aspirations in life. It is the achievement goals which can affect the way a person performs in varied task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997).

These basic physiological motivational drives affect our capacity to act and respond in different situations and manifest our behavior in different environments. Generally, our goals are incentive-driven and can vary from basic hunger to the need for love and the establishment of mature sexual relationships as emphasized in the hierarchy of needs of a well known psychologist –Abraham Maslow. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures in the course of life as we experience the varied milestones across ages and developmental stage.

Thus, motivation is a very important construct because it affects our consciously and unconsciously in our day to day lives. In essence, all of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed and excel in almost all aspects of our life.

As emphasized in a lot of literature that achievement motivated people find enjoyment in performing challenging tasks and see challenging tasks as opportunities to better themselves and excel as their unique qualities and personality unfolds. These people believe in continuing to attempt something in order to succeed instead of giving up or moving to something else. They strive to improve their skills and see success as a personal responsibility. The focus is typically on individual success rather than group or company-wide success.

Thus, this research was pursued in order to assess the level of achievement motivation of the AB Psychology majors of the Tarlac State University in relation to their personality profile and their academic achievement as exemplified in their General Weighted Average.

## 2. OBJECTIVES

The present study was undertaken, to determine the relationship between Achievement Motivation, General Weighted Average and the Personality profile of the respondents.

### A. Specific Objectives

- To evaluate and assess the personality profile of the respondents based on the Sixteen Personality Factor Test (16PF) and the Myer-Briggs Type Indicator Test (MBTI) which are both reliable and valid instruments.
- To measure the level of Achievement Motivation of the respondents through the adapted Achievement Motivation Scale (AMS) by Dr. R. Portia of the University of Alagappa University in India.
- To identify the General Weighted Average (GWA) of the respondents for a semester for the AY 2017-2018.

- To measure the degree of relationship between the General Weighted Average (GWA) of the respondents for the First Semester AY 2017-2018 and their Achievement Motivation based on the AMS.
- To evaluate the degree of relationship between the 16 PF and the Achievement Motivation Scale of the respondents.
- To assess if there exist a positive or negative relationship between the Myer-Briggs Type Indicator Test (MBTI) and the Achievement Motivation level of the respondents.
- To find out the degree of relationship between the General Weighted Average of the respondents for the First Semester AY 2017-2018 and their Personality Types as measured by the Myer-Briggs Type Indicator Test.
- To create and design an intervention program that will enhance the academic competencies of the respondents mindful of their unique personality types.

### 3. SIGNIFICANCE OF THE STUDY

With the onset of a globalized technology, the recipient of the teaching-learning process are not excused from lure of the social media. Their attention and interest in their academics is in some way affected. Worst scenario they spend so much time browsing the internet and engaging in varied electronically-aided activities through the different websites rather than studying their lessons and achieving academically.

It is in this context that this research aims assess the relationships between personality traits and achievement motivation among psychology students. Personality traits describe individual differences in behavior, cognitions, and emotions.

The findings of the study hope to provide insights to psychology practitioners and educators on how to design a program anchored on positive psychology that would suit the need and strengthen the respondents' capacity as well as potential to excel academically in their course as they benefit from the curriculum.

The study will find meaning and relevance to the following stakeholders:

The results would lead to the identification of the implication of the findings for varied stakeholders particularly, the teachers, educational psychology practitioners and school administrations in coming up with a more sound curriculum that is responsive to the needs of the students in the psychology program.

For the school counsellor in the university, to have an open mind as to the group of students who are academically low and performing below their full potential, to device a specific program and intervention directly catering to the needs of the students in the department.

For the psychology faculty, the results of the study will more or less assist them in designing their subjects and lessons in such as way to facilitate effective teaching and learning as well as challenge the learners to excel academically.

Appropriate programs and intervention plans as well as training workshops and seminars coming from the Department of Psychology could be devise based from the results of the study to tap the potentials of the students to excel and become more well- rounded individuals and adults.

### 4. METHODOLOGY

This study utilized the quantitative research using correlational design and the chi-square test of significance.

This kind of research aimed to discover and find out the extent to which two or more variables are related to each other. The present study looked into the variable Intrapersonal Skills and Interpersonal Skills and the respondents demographic profile.

Similarly, the descriptive method was applied particularly in presenting the frequency and the cumulative percentage per variable under study.

The qualitative research design was used in analyzing the profile and interpreting the cross tabulations of identified variables in the study and to enrich the analysis of data.

#### A. Samples

A total of ninety ( 90 ) out of one hundred five ( 105 ) 85.71 % of the AB Psychology majors served as the respondents of the study. They come from the different sections particularly AB Psychology Sections A, B, and C.

**B. Measures**

The main tools that were utilized in this research study are the standardized, Sixteen Personality Factor Test (16PF) and the Myer-Briggs Type Indicator Test (MBTI) as well as the adapted Achievement Motivation Scale (AMS), a reliable and valid instrument of Dr. R. Portia. These scales are reliable and valid instruments that measure the personality types of the individual respectively as well as the level of achievement motivation of the Psychology students.

**The Sixteen Personality Factor Test (16PF)**

In the process of coming up with a reliable and valid data to measure personality of the respondents and browsing the available standardized measure of personality, the Sixteen Personality Factor Questionnaire (16PF) proved to be a comprehensive measure of normal range personality found to be effective in a variety of settings where an in-depth assessment of the whole person is needed. The 16 PF is widely used tool for assessing individuals specially adults and is used by psychologists and psychometricians, and even counselors to provide job occupations that best fit the individuals' characteristics. Similarly, varied schools, companies and organizations utilized the said test in order to arrive at a reliable and valid measure of personality. Also, 16PF can identify such problems as anxiety, behavioral adjustment, academic, emotional, and social. When taking the test, the participant must answer 185 multiple-choice. Approximately 35-50 minutes is necessary for completion. The 16PF Fifth Edition is the current version of the test.

**The Myer-Briggs Type Indicator Test (MBTI)**

Another very useful and significant assessment tool which could be applied in assessing personality type is the Myer-Briggs Type Indicator Test (MBTI) which is also known worldwide. The purpose of the Myer-Briggs Type Indicator is to make the theory of psychological types described by Carl Jung, who is one of the well-known figure in the field of psychology understandable and useful in people's lives. The essence of the theory is that much seemingly random variations in behavior is actually quite orderly and consistent, being due to basic differences in the way individuals prefer to use their perception and judgement.

Perception involves all the ways of becoming aware of things, people, happenings, or ideas. Judgement involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their reactions, interests, values, motivations, skills and interests.

Four of these eight preferences (E or I, S or N, T or F, J or P) make up a person's MBTI<sup>®</sup> type, also called psychological or personality type. As the person act on their type preferences, they create a unique approach to the world, to information, to decisions, and to other people.

The theory of psychological type says that people with different preferences naturally have different interests and views, behave differently, and are motivated by different things. Awareness of differences between types can help people understand and value other people who think and act quite differently.

**The Achievement Motivation Scale (AMS)**

For the purpose of assessing the achievement motivation level of the respondents, the researcher utilized and adapted the Achievement Motivation Scale (AMS) of Dr. R. Portia. The AMS consists of seventeen dimensions (17) that attempts to measure the achievement motivation. The following are the constructs constitute the scale: 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, status orientation.

The instrument pass through the standardization process, it is also valid and reliable measure of the achievement motivation. The reliability coefficient of the tool has been established by Cronbach Alpha method. The computed Reliability Coefficient is 0.729 which shows that the scale is highly reliable. The instrument consists of forty three (43) items. All items included under seventeen dimensions are positive in nature. Therefore, the scoring of the responses of the subjects are : five for Strongly Agree, four for Agree, three for undecided, two for disagree, and one for strongly disagree.

## 5. DATA ANALYSIS PROCEDURE

In order to come up with a valid assessment and interpretation of data for this correlational study, the Statistical Package for Social Sciences (SPSS) program was utilized. Similarly, descriptive statistics was applied to analyze the profile of the respondents in relation to their General Weighted Average, Personality Type as measured by the Myer-Briggs Type Indicator Test (MBTI) as well as the 16 Personality Factor Test (16PF) and their Achievement Motivation Scale (AMS) as measured by the Achievement Motivation Scale by Dr. R. Portia.

The Chi-square test of significance was applied to determine whether there is a significant difference between the expected frequencies and the observed frequencies between the Myers-Briggs Indicator Test dimension and General Weighted Average. Similarly, the chi-square was utilized in looking at the significant association between Achievement Motivation and the MBTI. The Pearson Correlation coefficient was applied in analyzing the degree of relationship between General Weighted Average and Achievement Motivation. Similarly, the Pearson r was applied in looking into the relationship between the 16 Personality Factor and General Weighted Average.

## 6. PRESENTATION AND ANALYSIS OF DATA

The analysis of data is hereby presented in tabular format in order to provide light on the specific objectives of the study. The following tables presents the profile of the respondents based on the Myer-Briggs Type Indicator Test (MBTI) : Extroversion- Introversion, Sensing- Intuition, Thinking-Feeling and Judging- Perceiving and with the fifteen dominant combinations.

Similarly, the 16 Personality Factor Test results of the respondents anchored on the 16 dimensions particularly A (Warmth), B (Reasoning), C (Emotional Stability), E (Dominance), F (Liveliness), G (Rule Consciousness), H (Social Boldness), I (Sensitivity), L (Vigilance), M (Abstractedness), N (Privateness), O (Apprehension) Q1 (Openness to Change), Q2 (Reliance), Q3 (Perfectionism) Q4 (Tensions).

**TABLE 1: THE MYER-BRIGGS TYPE INDICATOR TEST RESULTS OF THE RESPONDENTS**

Personality Type	Frequency	Percentage
ISTJ	15	16.7
ISFJ	12	13.3
ESFJ	11	12.2
ESTJ	9	10
ISFP	7	7.8
INFP	6	6.7
INTJ	6	6.7
ISTP	6	6.7
ESTP	5	5.6
ENTJ	4	4.4
ESFP	3	3.3
INFJ	2	2.2
INTP	2	2.2
ENFP	1	1.1
ENTP	1	1.1
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

It can be deduced from the Table 1 that majority of the respondents' personality type is **ISTJ** (Introverted Thinking with Judging) with 16.7% out of the 90 respondents while those with **ISFJ** (Introverted Feeling with Judging) consisted of 13.3% from the total respondents.

People with identified Introverted Thinking with Judging preference are serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic, and dependable. They see to it that everything is well-organized. They have the tendency to take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions

Similarly, those with **ISFJ** seemed to be quiet, friendly, responsible and conscientious. They work devotedly to meet their obligations. Similarly, they express stability to any project or group they are engaged with. They are basically thorough, painstaking, and accurate in what they do and engage in. Their interests are usually not technical. They can be patient with necessary details. They manifest being loyal, considerate, perceptive and concerned with how other people feel.

The succeeding tables show the results based on the Sixteen Personality Factor test which was administered to the respondents.

**TABLE 2: DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR A : WARMTH**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	3	3.3
Average	72	80.0
Above Average	15	16.7
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

Table 2 shows that majority of the respondents are average in terms of their capacity for warmth. This only showed that 80.0% of the respondents are warm, outgoing, attentive to others, kindly, easy-going, participating, likes people. While only 3.3% manifest being impersonal, distant, cool, reserved, detached, formal, aloof as evident in the 16 PF test results.

**TABLE 3: DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR B : REASONING**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	46	51.1
Average	43	47.8
Above Average	1	1.1
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

The table above reflects the reasoning ability of the respondents which showed that majority of the respondents are below average with 51.1%. They are low in concrete thinking, lower general mental capacity, less intelligent, unable to handle abstract problems.

**TABLE 4: DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR C : EMOTIONAL STABILITY**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	12	13.3
Average	75	83.3
Above Average	3	3.3
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

It can be observed from Table 4 that as to Emotional Stability majority are average which means that they are emotionally stable, adaptive, mature, faces reality calmly with 83.3% and only 13.3% are below average are reactive emotionally, changeable, affected by feelings, emotionally less stable, easily upset.

**TABLE 5: DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR E : DOMINANCE**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	3	3.3
Average	81	90
Above Average	6	6.7
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

It is evident from the table that the respondents are basically dominant, forceful, assertive, aggressive, competitive, stubborn, bossy with 90.0% and only 3.3% values being deferential, cooperative, avoids conflict, submissive, humble, obedient, easily led, docile, accommodating.

**TABLE 6 : DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR F : LIVELINESS**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	1	1.1
Average	69	76.7
Above Average	20	22.2
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

The above table revealed that majority of the respondents 76.7 % are lively, animated, spontaneous, enthusiastic, happy go lucky, cheerful, expressive, impulsive.

**TABLE 7 : DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR G : RULE-CONSCIOUSNESS**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	3	3.3
Average	79	87.8
Above Average	8	8.9
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

In terms of Factor G or rule consciousness, majority of the respondents with 87.8 % are rule-conscious, dutiful, conscientious, conforming, moralistic, staid, rule bound.

**TABLE 8 : DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR H : SOCIAL BOLDNESS**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Average	81	90.0
Above Average	9	10.0
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

In terms of Factor G or rule consciousness, majority of the respondents with 87.8 % are rule-conscious, dutiful, conscientious, conforming, moralistic, staid, rule bound.

**TABLE 9 : DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR I : SENSITIVITY**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	5	5.6
Average	56	62.2
Above Average	39	43.33
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

Based table 9, it can be deduced that majority of the respondents 62.2 % are sensitive, aesthetic, sentimental, tender minded, intuitive, refined. Only 5.6 % possesses utilitarian, objective, unsentimental, tough minded, self-reliant, no-nonsense, rough.

**TABLE 10 : DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR L : VIGILANCE**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	2	2.2
Average	46	51.1
Above Average	42	46.7
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

The results revealed that Vigilance has a significant relationship with the General Weighted Average of the respondents. This in some way provides meaning as to the capacity of the respondents to insist their rights as students and become

proactive in the way they absorb their own learning and acquisition of knowledge. It is very much evident that generally, 97.8 % of the respondents exemplifies vigilance as a strong personality trait.

**TABLE 11 : DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR M : ABSTRACTEDNESS**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Average	26	51.1
Above Average	64	71.1
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

Majority of the respondents possess an above average tendency for Abstractedness for results revealed that it was 71.1%. This connotes that they are, imaginative, absent minded, impractical, and absorbed in ideas.

**TABLE 12 : DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR N : PRIVATENESS**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	1	1.1
Average	45	50.0
Above Average	44	48.9
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

It can be deduced from Table 12 that generally, the AB Psychology majors displays being private, discreet, non disclosing, shrewd, polished, worldly, astute, and diplomatic personality. Results revealed that 98.9 % possesses the said personality dimensions. Being in the helping profession, it is evident that they could thrive in the field as privacy and confidentiality is highly valued in the discipline.

**TABLE 13: DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR O: APPREHENSION**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	4	4.4
Average	70	77.8
Above Average	16	17.8
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

As Senior students in the Department of Psychology, it can be noted that majority (77.8 %) of the respondents displays being apprehensive, self doubting, worried, guilt prone, insecure, worrying, and indulge in self – blaming.

**TABLE 14: DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR Q1: OPENESS TO CHANGE**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	2	2.2
Average	70	77.8
Above Average	18	20.0
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

Another very significant factor measured by the 16 PF Test was the capacity of the respondents and openness to change. Majority of the respondents displays being experimental, liberal, analytical, critical, free thinking, and flexibility. While only 2.2 % are traditional, attached to familiar, conservative, and respecting of traditional ideas.

**TABLE 15: DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR Q2: SELF-RELIANCE**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Average	33	36.7
Above Average	57	63.3
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>



In terms of their self-reliance, majority (63.3%) of the respondents possess the character trait. They are generally self-reliant, solitary, resourceful, individualistic, and self-sufficient. This reflects that the AB Psychology students are very much independent-minded and they are free spirited individuals as they display the positive attitude. They thrive on their own, which is a typical millennial dispositions.

**TABLE 16: DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR Q3 :PERFECTIONISM**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below Average	1	1.1
Average	70	77.8
Above Average	19	21.1
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

It is interesting to note that based on table 16 that majority of the respondents ( 77.85 ) are perfectionistic, organized, compulsive, self-disciplined, socially precise, exacting will power, control, and. self- sentimental as assessed by the 16 PF test.

**TABLE 17: DISTRIBUTION OF THE RESPONDENTS BASED ON FACTOR Q4 : TENSION**

<b>STANINE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Average	83	92.22
Above Average	7	7.8
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

With regard factor Q4, it is evident that majority (92.22 %) the respondents are basically tense, with high energy, impatient, driven, frustrated, over wrought, and time driven. This results is worthy of attention as these youth are into a lot of activities and engagement. They need to find balance in everything that they do in all facets of their life.

**TABLE 18: GENERAL WEIGHTED AVERAGE**

<b>QUALITATIVE DESCRIPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
High	11	12.2
Average	62	68.9
Low	17	18.9
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

It can be noted from Table 18 that majority of the respondents are within the grade range 2.01 -2.5 which constitute 68.9 % while those in the high average only constituted 12.2 % with a GWA of 1.51-2.0. It is a bit alarming too that almost seventeen students are within the 2.51-3.0 GWA as they are 18.9 % from the total respondents.

**TABLE 19: DISTRIBUTION OF THE RESPONDENTS BASED ON THE MBTI: INTROVERSION-EXTROVERSION**

<b>PERSONALITY TYPE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Extrovert	33	36.7
Introvert	57	63.3
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

The results revealed that majority of the respondents display introversion. This means that their energy is directed inward. They prefer to work things out on their own and they basically prefer maintaining their privacy and being in solitude as they are more productive when alone rather than being with the group. They express more of themselves by doing things on their own rather than in the company of others.

The index preference of Extraversion and Introversion, assesses the individual whether to direct perception judgment mainly on the outer world (E) or mainly on the world of ideas (I). Thus, the results showed that the majority of the respondents are more of the Introvert types.

In the individuals with extraverted attitude (E), attention seems to flow out, or to be drawn out, to the objects and people of the environment. There is a desire to act on the environment to affirm its importance, to increase its effect. The respondents with extraverted attitude habitually may seem to develop some of all of the characteristics associated with extraversion which includes awareness and reliance on the environment for stimulation and guidance, an action-oriented, sometimes impulsive way of meeting life, frankness and ease of communications and they are basically sociable (Myer, I. & McCaulley, M.H. (1985). On the other hand, for those with Introverted attitude (I), energy is drawn from the environment, and consolidated within one's position. The main interests of the introverts are in the inner world of concepts and ideas. Introverts displays interest in the clarity of concepts and ideas, reliance on enduring concepts more than on transitory external events, a thoughtful, contemplative detachment and enjoyment of solitude and privacy.

**TABLE 20: DISTRIBUTION OF THE RESPONDENTS BASED ON THE MBTI : SENSING- INTUITION**

<b>PERSONALITY TYPE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Intuition	22	24.4
Sensing	68	75.6
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

The table above shows which kind of perception is preferred when one needs wishes to perceive, is it more of Sensing Perception or Intuitive Perception. The results revealed that majority of the AB Psychology students are more of the Sensing type with 75.6 %. The respondents high in Sensing (S) seeks the fullest possible experience of what is immediate and real. While those with (N) or Intuition seeks the furthest reaches of the possible and imaginative.

**TABLE 21 : DISTRIBUTION OF THE RESPONDENTS BASED ON THE MBTI : THINKING – FEELING**

<b>PERSONALITY TYPE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Feeling	42	46.7
Thinking	48	53.3
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

Table 21 predicts whether the respondents of the study are more of the Feeling or Thinking types. The table above reflects that the kind of judgement the respondents trust when one needs or wishes to make a decision. The results revealed that there is a balance between the F and T as to the respondents profile. There is a slight difference in the percentage as the T constitute 53.3 % while the F are with 46.7 % from the entire sample of the study. The respondents with the Thinking preference seeks the rational order and plan according to impersonal logic and those individuals with F or Feeling type seeks rational order according to harmony among subjective values. The classical distinction in Psychology between “tough-minded” or the Thinking and the “tender-minded” or the Feeling people is concerned with the TF preference.

**TABLE 22: DISTRIBUTION OF THE RESPONDENTS BASED ON THE MBTI : PERCEPTION – JUDGING**

<b>PERSONALITY TYPE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Judging	59	65.6
Perceiving	31	34.4
<b>TOTAL</b>	<b>90</b>	<b>100.0</b>

For the Judging and Perceiving types, results revealed that majority of the respondents possessed the Judging type with 65.6 % from the total sample. This means that the individual prefer whether to deal with the outer world in the judging (J) attitude ( using Thinking and Feeling) or in the perceptive (P) attitude ( using Sensing and Intuition). The respondents with the (J) or Judging are concerned with making decisions, seeking closure, planning operations, or organizing activities. For Thinking-Judging types (TJ) the decisions and plans are more likely to be based on logical analysis whereas with the Feeling-Judging (FJ), types the decisions and plans are more likely to be based on human factors.

**TABLE 23: RELATIONSHIP BETWEEN PERSONALITY TYPE (MBTI) AND ACHIEVEMENT MOTIVATION**

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.607 <sup>a</sup>	14	.181
Likelihood Ratio	20.746	14	.108
N of Valid Cases	90		

a. 25 cells (83.3%) have expected count less than 5. The minimum expected count is .22.

It can be deduced from the above table that there is no significant relationship between the Myer-Briggs Personality Type Indicator Test of the respondents and their level of Achievement Motivation.

**TABLE 24 : RELATIONSHIP BETWEEN PERSONALITY TYPE MYER-BRIGGS INDICATOR TEST (MBTI) AND GENERAL WEIGHTED AVERAGE (GWA)**

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.800 <sup>a</sup>	28	.529
Likelihood Ratio	29.066	28	.409
N of Valid Cases	90		

a. 41 cells (91.1%) have expected count less than 5. The minimum expected count is .12.

The chi –square test results above revealed that there is no statistically significant association and/ or relationship between the Myer-Briggs Personality Type Indicator Test of the respondents and the respondents General Weighted Average.

**TABLE 25: RELATIONSHIP BETWEEN GENERAL WEIGHTED AVERAGE (GWA) AND ACHIEVEMENT MOTIVATION ( AchMot)**

<b>Correlations</b>		
		Achievement Motivation
General	Pearson Correlation	-.215 <sup>*</sup>
Weighted	Sig. (2-tailed)	.042
Average	N	90

\*. Correlation is significant at the 0.05 level (2-tailed).

To determine whether there is a relationship between General Weighted Average and Achievement Motivation, the researcher used the Pearson r to correlate the average scores of the samples and their grades. The null hypothesis ( there is no significant relationship between Achievement Motivation and GWA) is rejected. There is a significant relationship between General Weighted Average and Achievement Motivation.

**TABLE 26: RELATIONSHIP BETWEEN 16 PERSONALITY FACTOR TEST (16 PF ) AND ACHIEVEMENT MOTIVATION**

Dominance	Pearson Correlation	.210 <sup>*</sup>
	Sig. (2-tailed)	.047
	N	90

\*. Correlation is significant at the 0.05 level (2-tailed).

Results revealed that there is a significant relationship between dominance factor to achievement motivation. The computed Pearson  $r$  is .210 and is significant at  $p$  value .04 at  $\alpha$ .05. The rest of the 16 PF factors showed that there is no significant relationship with Achievement Motivation.

**TABLE 27 : RELATIONSHIP BETWEEN 16 PERSONALITY FACTOR TEST (16 PF ) AND GENERAL WEIGHTED AVERAGE (GWA)**

16 PF		GWA
Vigilance	Pearson Correlation	-.210*
	Sig. (2-tailed)	.047
	N	90

\*. Correlation is significant at the 0.05 level (2-tailed).

There is a significant relationship between vigilance factor to GWA. This means that the more vigilant the respondent the higher is his general weighted average. This connotes that the student values his own learning as he finds way to seek more knowledge and not only absorb what is being fed.

This reflects that the millennial learner is open for change and is willing to explore other avenues instead of being too accepting of what is offered and told.

### 7. IMPLICATIONS FOR ACADEMIC SUCCESS

The study proved to find connections between achievement motivation and academic performance and / or achievement. This connotes that the higher the level of achievement motivation of the respondents the stronger their capacity to strive to achieve a higher grade.

As stated by Colman (2001) that achievement motivation means a desire to do well relative to some standard of excellence.

The research strengthened the contentions that the AB Psychology students are geared to achieve and do well in their academics in their pursuit of higher learning. The way they spend their time and the efforts that they display manifest how motivated they are of their goal. Because varied literatures and studies showed that Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances and for the pursuit of excellence in almost all facets of life. In this study, the general weighted average of the respondents is a concrete measure on how they fair academically.

The unique personality attributes of the sample of the study does not show a concrete connections or link with their achievement motivation and even with their academic performance. This connotes that personality as well as the unique qualities, traits and characteristics of the individual included in this study seemed to be independent from their GWA and Achievement motivation. Although the 16 Personality Factor tests revealed that Dominance and Vigilance seemed to find connections with their General Weighted Average. This reflects that being a product of the Generation Z and exposed with the highly technological-world, the respondents seemed to display adeptness to what is being fed to them and they critically evaluate every situation that comes their way. They seemed to be guarded and vigilant to the learning that is presented to them and act accordingly.

Since need for achievement vary from one student to another, it is timely for the actors and actresses in the educational scenario particularly in the Department of Psychology at the TSU to be more open and embrace the idea of being flexible and creative in planning activities to know where students stands which students, for instance, have high achievement needs and which are low in achievement and which seems primarily motivated by a need to avoid failure.

As varied literature and studies pointed out that those who are more highly motivated to achieve are likely to respond well to challenging assignments, strict grading corrective feedback, new or unusual problems and the chance to try again. But, less challenging assignments, simple reinforcement for success, small steps for each task, lenient grading and protections from embarrassment are probably more successful strategies for those students who are very eager to avoid failure.

Based on the results of the study, it can be deduced that there is a significant relationship between Achievement Motivation and the General Weighted Average of the AB Psychology majors. As the Achievement motivation increases the General Weighted Average also increases.

Thus, it is important for both parents, and educators, to understand why promoting and encouraging academic motivation from an early age is imperative. Because it does play a great role in the future of the student to perceive success specifically in their academic performance.

As the literature strengthened that contentions that academic motivation is crucial to a students academic success at any age. Because students form self-concepts, values, and beliefs about their abilities at a young age, the development of early academic motivation has significant implications for later academic careers.

At this point, the significance of early academic motivation to future academic success should be clear. However, different types of academic motivation have different implications for academic achievement. If a student has high levels of academic motivation, knowing whether that student is extrinsically or intrinsically motivated may be important in making predictions about that student academic career.

Individuals who are intrinsically motivated to learn do so If a student has high levels of academic motivation, knowing whether that student is extrinsically or intrinsically motivated may be important in making predictions about that students? academic career ( Slavin, 2006).

The results of the study opened the avenue for more possible intervention programs particularly in the AB Psychology program for the future of the students enrolled in the program. After all success can be achieved through a concerted effort from all the actors and actresses in the educational scenario.

## 8. CONCLUSIONS

This research undertaking investigated whether there is a significant relationship between Achievement Motivation and General Weighted Average.

- There is a significant relationship between GWA and Achievement Motivation as measured by the adapted scale. The higher the GWA of the respondents the higher is their Achievement motivation as exemplified in the seventeen dimensions of the scale. This includes 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, status orientation.
- There is no significant relationship between Personality Type (MBTI) and Achievement Motivation.
- There is no significant relationship between the Myer-Briggs Type Indicator test (MBTI) and the General Weighted Average (GWA) .
- There is a significant relationship between 16 PF Dominance Dimension and Achievement Motivation.
- There is a significant relationship between 16 PF Vigilance and General Weighted Average.

## 9. RECOMMENDATIONS

In the course of doing this research and from the findings, the researcher was able to arrive at the following recommendations:

### On Achievement Motivation

There is too limited or too few studies have been done in the Philippine setting regarding achievement motivation. Therefore, the researcher recommends that Achievement Motivation be explored more deeply in different school settings and levels as a solution to the dearth of literature on this very important topic which concerns the actors and actresses in the educational scenario – the students.

### For researchers

In the course of gathering the data and interpreting the results of the study, it seems interesting to apply the findings of the study and/or test the significance in the Senior High School in order to ensure a good foundation for quality education and

students achievement and learning as they are about to enter in the university. The students needs to possess a high level of achievement motivation to ensure that this will result into a high General Weighted Average in their academic.

#### **For the Psychology Faculty**

Being a facilitator of the teaching-learning process, they should have a high level of expertise in the discipline and should in some way apply variety of teaching strategies that would tap the critical thinking and cognitive faculties of the students which in return would enhance their capacity to absorb knowledge more effectively and will redound to a higher academic achievement.

Knowing that the higher the Achievement motivation of the students the higher is their General Weighted Average. Similarly, the teachers needs to strengthen the personality traits and unique qualities of the learners by proactively engaging the students in quality and efficient learning.

#### **For Curriculum Planners of Higher Educational Institutions and School Administrators**

The administrators and curriculum planners should integrate in their social curriculum the deepening and/ or strengthening of the unique personality attributes of every learner and tap their potentials for them to grow more maturely while balancing dominance and vigilance in their quest for learning.

#### **For the recipient of the teaching-learning process – the Students**

The students need to become more receptive, creative, and critical in the way they absorb their learning that transpire in the classroom and apply these learning in their practical day to day life. They should value and maximize every opportunity that comes their way, such as having a high academic achievement and high achievement motivation.

The students need to value more their unique psyche as measured by the standardized personality assessment tools and pursue their dream of becoming “would-be” psychology professionals in the near future. Being mindful of their capacity to become more motivated in creating a niche in their chosen field.

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