Student Achievement Motivation at CMU-Q:

Investigating the Types of Academic Achievement Goals, Reasons for Goal Pursuit, and Goal-Reason Combinations that Relate to Academic Achievement Behavior for Undergraduate University Students in Qatar's Branch Campus of CMU.

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"What motivation do CMU-Q students demonstrate for achieving their academic goals?"

Study 1

Literature Review

Achievement goals

The *aim*, outcome, or end state that guides an individual's behavior (Elliot, 2005). Two types of goals exist: mastery goals and performance goals

Motivational reasons

The willingness to perform or the desire to achieve is referred to as *motivation* (Konopaske et al., 2018), which is studied in terms of the why (i.e., the reason behind pursuing a goal). Two types of reasons exist: autonomous reasons and controlled reasons (Ryan & Deci, 2000).

Student achievement motivation

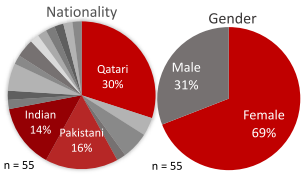
Student achievement motivation = Achievement goals + Motivational reasons. Thus, this research investigates both the type of achievement goals (i.e., the what) and the reasons (i.e., the why) for achieving academic goals. These are the independent variables below.

Achievement related behavior

The behavior that students who achieve academic goals demonstrate. The 5 behaviors (Sommet & Elliot, 2017) were included in this research. These are the dependent variables below.

Sample

97 students completed the demographics survey
55 students completed up to the end of the student achievement motivation survey



Design: Mixed Methods Quantitative

Aim: Descriptive and Infer relationships

Recruitment of CMU-Q students
- Emails
- Flyers
- Posters on bulletin boards
- Posters on screens

Data collection: Survey research
- Demographic questionnaire
- "Achievement Motivation Questionnaire" (Sommet & Elliot, 2017)

Data analysis:
- Descriptive statistics
- Inferential statistical analysis: Correlational Multivariate Multiple Linear Regression

Demographic/Control Variables

Major, Gender, Age, Socio-economic status, Class standing, Future aspiration, Employment history

Method

Independent Variables

Goal	Reasons	Goal-Reason Complexes
Mastery goals "My goal is to learn as much as possible"	Autonomous reasons "In my classes, I pursue goals because I find them highly stimulating and challenging"	Autonomous mastery goal complex "My goal is to learn as much as possible because I find this a highly stimulating and challenging goal"
Performance goals "My aim is to perform well relative to other students"	Controlled reasons "In my classes, I pursue goals because I have to comply with the demands of others such as parents, friends, and teachers"	Controlled mastery goal complex "My aim is to completely master the material presented in my classes because others will reward me only if I achieve this goal"
		Autonomous performance goal complex "My goal is to perform better than the other students because I find this a highly stimulating and challenging goal"
		Controlled performance goal complex "My aim is to perform well relative to other students because others will reward me only if I achieve this goal"

Achievement-Related Behavior: Dependent Variables

1. **Deep learning strategy** e.g., studying during free time
2. **Surface learning strategy** e.g., memorizing
3. **Challenging tasks** e.g., take on challenges
4. **Grade aspiration** e.g., minimum average grade that would satisfy students
5. **Persistence** e.g., spend extra time studying when faced with difficulty

Results

Hypothesis

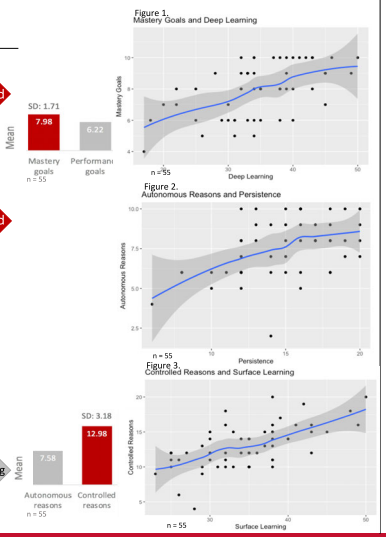
1a: Mastery goals are positive predictors of achievement-related behavior. — Supported

1b: Autonomous reasons are positive predictors of achievement-related behavior. — Supported

2a: The autonomous performance goal complex was a positive predictor of grade aspiration. — Rejected

2b: The autonomous performance goal complex was a positive predictor of surface learning. — Rejected

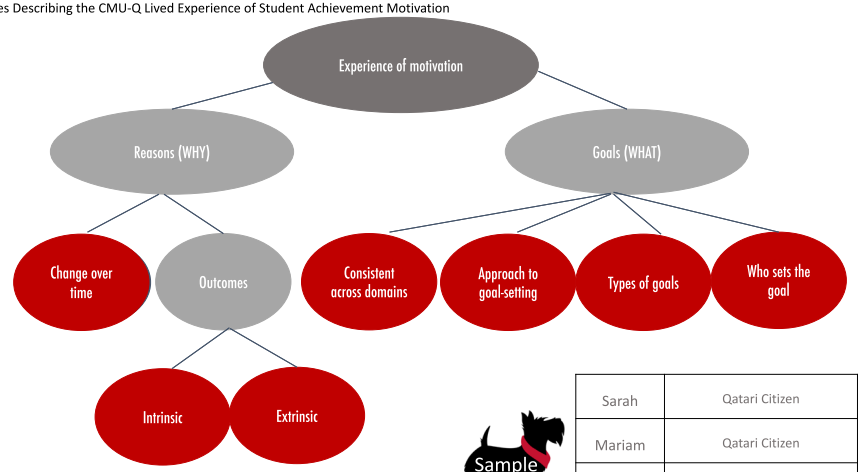
Controlled reasons are positive predictors of one achievement-related behavior: surface learning. — New finding



Study 2

Findings

Figure 4. Themes Describing the CMU-Q Lived Experience of Student Achievement Motivation



Sample

Sarah	Qatari Citizen
Mariam	Qatari Citizen
John	International Student

Design: Mixed Methods Qualitative

Aim: Describe a lived experience
Interpretative phenomenological analysis (IPA) (Smith, Flowers & Larkin, 2013)

Selecting participants
- Who consented
- Who had student employment experience
- Who had participated in study 1 and represent the findings in study 1

Data collection: Semi-structured Interviews
The interviews were confidential, audio recorded, conducted on campus and lasted 45 minutes

Data analysis: Thematic analysis (IPA):
- Familiarization
- Coding
- Generating themes

Interpreting

Discussion

Students at CMU-Q have mastery goals, which predict achievement-related behaviors.

Students predominately have autonomous reasons, which predict achievement-related behaviors.

- These findings support previous research on student achievement motivation (Sommet & Elliot, 2017).
- It demonstrates Self Determination Theory (Ryan & Deci, 2000) and achievement goal theories (Elliot, 2005).

Students also have controlled reasons and this correlated with and predicted surface learning.

- This could be due to the educational context, cultural context, or developmental age.

Future Research

1. Conduct longitudinal research on student achievement motivation.
2. Research student achievement motivation across a larger population, such as multiple universities in Qatar.
3. Explore achievement motivation in graduate hires in an established workforce.

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