

Impact of Achievement Motivation on Academic Performance among University Students: Moderating Role of Satisfaction in Romantic RelationshipsMaria Batool^{1*}, Sadaf Ahsan², Javaria Sohail³**Abstract**

The aim of this study was to explore the impact of achievement motivation on academic performance as well as how romantic relationship satisfaction moderates this relationship among university students. For data collection, a survey research design was used. A sample of 300 university students was chosen using purposive sampling. Participants must be 18 years old and have completed at least 14 years of formal education. For comparison, engaged students were also included in the study. Married people were not included. After explaining the purpose of the study, informed consent was obtained. The Revised Achievement Motivation Scale (AMS-R) and the Relationship Assessment Scale were used to collect data (RAS). SPSS and Process Macro were used to analyse the collected data. Academic performance was found to be significantly positively correlated with achievement motivation. Satisfaction in a romantic relationship significantly moderated the relationship between hope for success and academic performance. The current study will assist future researchers in concentrating their efforts on this sensitive topic that is prevalent in our society.

Keywords: Academic Performance, Achievement Motivation, Satisfaction in Romantic Relationships

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^{1*}Lecturer (Psychology), Department of Allied Health Sciences, Iqra University, Chak Shahzad Campus, Islamabad, Pakistan.

²Associate Professor, Department of Psychology, Foundation University, Islamabad, Pakistan.

³MS Scholar, Department of Psychology, Foundation University, Islamabad, Pakistan.

***Corresponding Author Email:**

mariabatool721@gmail.com

Introduction

In a student's life, motivation for achievement is crucial. Motivated people easily reach their objectives. Motivation helps people maintain their sense of dignity and self-worth. People with high levels of achievement motivation are problem-solvers who concentrate on problems and find solutions. In contrast to achievement

awards, these people are more focused on their own accomplishments (Singh, 2011). No matter how appealing someone may appear at the moment or how much appreciation they receive for their actions, goal-oriented students strive diligently for their long-term objectives (Grund & Senker, 2018).

According to Gesinde's (2000) concept, everyone's desire for success is different. While some people may have very high aspirations, others may have very low ones. Those who are high achievers had a great need for success. The need for achievement was lower in life for those who are low achievers, on the other hand. Either intrinsic or extrinsic motivations drive people. Intrinsic motivation is defined as an internal process that occurs while a person is engaged in any activity or job that provides them with excitement and contentment. Intrinsic motivation is viewed as internal compensation, whereas extrinsic motivation is associated with external sources that a person can enjoy after completing the task.

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Motivation is the desire to accomplish a goal that is important to the individual personally. The students' degree of motivation in the classroom, however, influences their level of learning as well as how they behave, which indicates whether or not they have learnt. The way the pupils learn shows their interest and curiosity (Cialdella et al., 2002). Students' ideas, attitudes, and intentions regarding themselves and their surroundings set the tone for their achievement-related behaviours, according to Pintrich and Garcia (1993). However, the degree of confidence with which pupils approached their performance was a measure of success expectations. These expectations are greatly influenced by how students evaluate their abilities or hold broader ideas about their competence. Students regularly assess their ability to take successful action, and when they come to a conclusion that is favourable, they are more likely to view and value their education.

According to García-Martínez et al. (2022), according to human perspective, academic performance is the output given by students and is typically expressed through grades. It is an assessment of the responsive and suggestive abilities that effectively convey the knowledge and skills acquired during a training or educational process.

Academic performance can also be defined as "the degree of mastery demonstrated in a subject or field in comparison to the norm." The academic success of students and their satisfaction with the school's library, computer lab, and other amenities are strongly correlated. Students' academic progress is significantly influenced by their motivation and dedication.

Poor academic performance discourages students from applying to elite universities.

Poor performance is the cause of rising student dropout rates. For this reason, academics and educators have always been interested in pupils' academic performance (Jayanthi et al., 2014).

Students who have lack of achievement motivation they perform worse

academically. Maheswari and Kumar (2016) state that achievement motivation is a continuous struggle to achieve excellence in all activities by using all efforts while achievement motivation is one of the most important psychological factors that play a key role in person's life to determine future education and occupation. Result of this research showed that the learning outcomes of students who have high achievement motivation are remarkably different from students with low achievement motivation, regardless of learning method is in group work or individual work. The results indicated that students who are highly motivated to succeed had high learning outcomes, while students who are less motivated to succeed had low learning outcomes for both group projects and individual work. Learning is hampered by a lack of motivation, which also has an impact on the calibre of instruction. The results of this study show that there are distinct gender differences in the respondents' motivation for achievement. The mean score analysis revealed that female respondents felt more motivated to achieve than male respondents.

This study's theoretical foundation was based on McClelland's Achievement Motivation Theory. According to McClelland's theory, people are motivated to different degrees by their desires for success, power, and affiliation, all of which are acquired throughout a person's existence. Also explain that individual predict behaviour and performance based on an individual's need for achievement. McClelland (1973) defined the need for achievement is required for success in competition with some standard of excellence. Even if the person doesn't succeed in achieving the goal, the worry about competing against a high standard of perfection allows one to recognise the desired goal as an achievement goal. He described how well one person performs a task, independent of how well someone else is performing, can be seen as rivalry with a standard of excellence.

Ankstion (1964) expanded on the idea of achievement motivation. Some people feel concerned due to failure while others are success-oriented. Ankstion thinks that the likelihood of success and its significance have an impact on one's motivation to succeed. The theory of achievement motivation offers a more comprehensive understanding of the connection between students' motivation and academic performance (McClelland et al., 1958). This theory views students' motivation as a characteristic that is stable.

A new trend emerges among teenagers they are engaging in the romantic relationship. According to Crissey and Honea (2006), romantic relationships have a greater impact on girls' education and academic aspiration than on boys. Women experience lower grades and lower university goals as a result of relationships. The effects of romantic relationships on students will be examined in this study. The focus will be on students who are dating right now, and it will look at how their lives have changed both before and after from a variety of perspectives, including psychological, educational, and friendship-related ones, as well as the causes of their dating and the reasons why relationships fail. The purpose of this study was to examine how contemporary teenagers view romantic relationships as a social norm that they must follow, no matter the consequences, in order to get along with others. This demonstrates both the benefits and drawbacks of approaching this phenomenon logically and basing romantic relationship decisions on facts. Numerous academics looked at teen romantic relationships from various angles to determine how they affected academic performance. According to literature, it causes more harm to girls than to boys. Only girls are harmed by romantic relationships, according to a study by Brendgen et al. (2002) that included 159 girls and 153 boys. Only the girls showed poor behaviour and lacklustre emotions, and their academic performance suffered.

Depending on the situation, romantic relationships can have a favorable or detrimental impact on girls (Raley et al., 2007). For instance, a girl will feel better if her boyfriend encourages her to go to college and has high expectations for her. In contrast, if the boyfriend is not committed to his academic career, this will cause him to be a distraction for the girl and may even cause her to skip classes in an effort to catch his attention.

Therefore, this study had the following objectives:

- The current study sought to discover whether satisfaction in romantic relationship influences the relationship between students' academic performance and achievement motivation.
- The current study attempted to investigate the role of satisfaction in romantic relationships, as well as its positive and negative effects on university students.

Hypotheses

1. Hope for success will be positively related to academic performance among university students.
2. Fear of failure will be negatively related to academic performance among university students.
3. Satisfaction in romantic relationship will strengthen the relationship between hope for success and academic performance among university students.
4. Satisfaction in romantic relationship will weaken the relationship between fear of failure and academic performance.

Method

Research Design

This study used a quantitative cross-sectional design. Achievement motivation was the independent variable, academic performance was the dependent variable, and satisfaction in romantic relationships served as the study's moderator.

Participants & Sampling

The participants in this study were university students selected using a convenient sampling technique. The sample size was 300, with a gender distribution of 170 males and 130 females, with a mean

age of ($M=21.57$, $SD=1.98$). The participants' ages ranged from 20 to 24 and their formal education lasted 14 years. The study included people who had been in a relationship for at least one month or were engaged. Students who were married or divorced were barred from participating in the study.

Measures

Achievement Motivation Scale-Revised

Fries and Lang (2006) developed Revised Achievement Motivation Scale (AMS-R). The AMS-R is a shortened 10-item version of the original 30-item AMS (Gjesme & Nygard, 1970). The AMS-R items were scored on a 4-point Likert scale, with 1 representing "strongly disagree" and 4 representing "strongly agree." The first dimension of AMS-R measures hope for success (HS) and the second sub-dimension measures fear for failure (FF). Minimum and maximum score of hope for success was 5-20, and fear for failure was 5-20. Pang et al. (2009) found that the Cronbach alpha reliability of hope for success was .86 and fear for failure was .92.

The Relationship Assessment Scale

The Relationship Assessment Scale (Hendrick et al., 1998) has a 7-item and 5-point scale ranging from 1 (low satisfaction) to 5 (high satisfaction). This scale was suitable for engaged couples and dating couples. Minimum and maximum scores range from 7 to 35. Demirtas and

Tezer (2012) found that the Cronbach alpha reliability of this scale was .90.

Procedure

After obtaining informed consent, participants were given brief instructions and asked to clarify any confusion. Only those who expressed a willingness to participate in the study and met the inclusion criteria were inspected. All survey-related materials were compiled into a booklet, which included informed consent, the Achievement Motivation and Relationship Assessment Scales, and the demographic sheet. The booklet was distributed to the participants, who were asked to carefully read the instructions and then respond honestly. They were told that there were no correct or incorrect answers to any questions. Participants completed the booklet in 30 to 35 minutes on average. The booklet was rechecked for any missing information after it was completed. At the end, participants were thanked for their cooperation and participation.

Results

The relationship between achievement motivation and academic performance was studied using bivariate correlation, and the results revealed that the hope for success and fear of failure subscale scales of achievement motivation have significant positive correlations with academic performance ($r = .15$, $p = .01$) and ($r = .14$, $p = .01$), respectively. Process Macro was used for moderation analysis.

Table 1

Mean Differences in a Study Variables on the basis of Relationship Status (N=300)

Variables	Engaged		URR		t(df)	p	95% CL		d
	M	SD	M	SD			LL	UL	
AM (HS)	16.38	2.24	15.63	3.01	2.44(297.99)	.02	.14	1.34	0.28
AM (FF)	16.80	2.95	17.90	3.35	2.42 (298)	.01	.17	1.63	0.28
AP	2.81	.65	2.23	.65	.55(298)	.58	-.10	.19	

Note: M=mean, SD=standard deviation AM= achievement motivation, HS= hope for success, FF= fear of failure, AP= academic performance, URR=Unofficial Romantic Relationship

Table 1 shows that there is a significant difference in hope for success and fear of failure among university students on the

basis of relationship status. Hope for success is significantly high in engaged students as compared to those students who

are in unofficial romantic relationship. Fear of failure is significantly high in those students who are in unofficial romantic relationship as compared to engaged students. Cohen's *d* was also calculated to

measure effect size. Cohen's *d* value of HS=0.2 and FF= 0.2 show negligible effect size, the *d* value of PW= 0.3 shows medium effect size (Cohen's, 1977).

Table 2

Moderation Analysis of Satisfaction in Romantic Relationship between Hope for Success and Academic Performance (N=300)

Variables	β	<i>p</i>	Academic Performance	
			<i>LL</i>	<i>UL</i>
Constant	-.12	.88	-1.73	1.49
AM (HS)	.14	.00	.05	.24
SRR	.07	.02	.00	.13
AM(HS)× SRR	-.00	.02	-.00	-.00
<i>R</i> ²	.04			
ΔR^2	.01			
<i>R</i>	.20			
<i>F</i>	4.41			
ΔF	5.42			

Note: AM= achievement motivation, HS= hope for success, SRR= satisfaction in romantic relationship, AP= academic performance

Table 2 show the moderating effect of satisfaction in romantic relationship on relationship of hope for success and academic performance. The interaction effect value shows that moderation is significant ($\beta= -.00$, $p=.02$). Findings

showed that satisfaction in romantic relationship significantly moderate the relationship between hope for success and academic performance among university students.

Table 3

Moderation Analysis of Satisfaction in Romantic Relationship between Fear of Failure and Academic Performance (N=300)

Variables	β	<i>p</i>	Academic Performance	
			<i>LL</i>	<i>UL</i>
Constant	2.20	.00	.57	3.83
AM(FF)	.00	.94	-.09	.09
SRR	-.01	.55	-.07	.04
AM(FF)× SRR	.00	.56	-.00	.00
<i>R</i> ²	.02			
ΔR^2	.00			
<i>R</i>	.14			
<i>F</i>	2.26			
ΔF	.33			

Note: AM= achievement motivation, FF= fear of failure, SRR= satisfaction in romantic Relationship, AP= academic performance

Table 3 show the moderating effect of satisfaction in romantic relationship on relationship of fear for failure and academic performance. The interaction effect value shows that moderation is non -significant

Discussion

The current study sought to discover the relationship between achievement motivation and academic performance in university students. First hypothesis of the study was students' academic performance will be positively related to their hope for success. The link between study variables was supported by the previous literature. It was in line with a large number of studies and has also been supported by research by Kaur (2013). Hope for success can be regarded as the primary element of success. It predicts performance outcomes directly (Caldwell & Ndalamba 2017). In general, those who are driven to succeed are more engaged in making plans for the future, are more interested in moving in that direction, and pay attention to new activities. Such individuals regard hope as a requirement for success and are aware of the circumstances in which their skills are put to the test. The finding was consistent with the several other research findings, including those of Awan et al. (2011) who discovered that hope for success significantly, influences the student's academic performance.

As a significant predictor of academic success, previous studies have confirmed the finding that hope for success energises and guides behaviour toward achievement (Hattie, 2009; Plante et al., 2013; Robbins et al., 2004). The hope for success in students is a significant aspect of reaching a high degree of academic success (Gbollie & Keamu, 2017). Recent research has found that hope for success is positively related to academic success (Ahmad & Rana, 2012). The study's second hypothesis was that fear of failure was negatively related to academic performance among university

($\beta = .00, p = .56$). Findings showed that satisfaction in romantic relationship doesn't moderate the relationship between fear for failure and academic performance among university students.

students. Finding from this study revealed that fear of failure has a significant positive correlation with academic performance. Some studies have discovered that fear of failure has a negative relationship with academic performance (Cock & Halvari, 1999), whereas others have discovered that this is only true for difficult tasks (Lang & Fries, 2006). Some authors argue that, because of their higher level of arousal, students who are highly motivated to succeed have a positive relationship with fear of failure (Covington & Omelich, 1988; Elliot & Church, 1997). The finding of the current study was supported by the literature. Fear of failure was discovered to have a significant inverse relationship with student performance (Caraway et al., 2003). Fear of failure has been described as a barrier to success, shaping students' expectations and behaviours (Cox, 2009). Students who are afraid of failing doubt their ability to succeed and experience anxiety, which reduces their academic motivation and engagement in their studies (Covington, 1992).

In order to examine the moderating role of satisfaction in romantic relationship, it was hypothesised that satisfaction in a romantic relationship would strengthen the link between hope for success and academic performance among university students. Findings showed that satisfaction in romantic relationships shows a significant moderation between the relationship between hope for success and academic performance. Several studies have proven that students should avoid romantic relationships because they would distract their concentration and performance (Newman & Newman, 2017). On the other hand, some contend that romantic

relationships can be a great incentive for students to study more and do not always have a negative effect on their academic performance. Romantic relationships are thus said to be the source of motivation for teenagers to continue their studies. Additionally, Adegboyega (2018) found a link between adolescent academic achievement and romantic relationship satisfaction. Teenage romantic relationships, they argued, should prioritise a student's personal growth over their academic achievement. For instance, teens are more likely to succeed academically if their romantic partners have higher grades. Additionally, it is thought that when two people support one another in their academic endeavours, they can both be successful students and maintain a happy relationship. If both partners have a positive self-concept and commit their emotional energy to academic development, Furman and Shaffer (2003) claim that satisfaction in romantic relationship can lead to academic progress.

Satisfaction in a romantic relationship will weaken the relationship between fear for failure and academic performance. Findings showed that satisfaction in romantic relationships shows non-significant moderation in the relationship between fear for failure and academic performance. Fear for failure was discovered to have a significant negative correlation with academic performance. Students who are involved in a romantic relationship may experience higher levels of anxiety, which indicates a high likelihood that it will have a negative impact on their academic performance.

In the current study, engaged students were also the part of the study for comparison. Differences have been identified between engaged students and students who were involved in unofficial romantic relationship. The results of the current study revealed that engaged students have significantly high hopes for success and significantly less fear of failure than those who were involved in unofficial romantic

relationship. There was no difference on the basis of academic performance. While some studies (Ahmad & Rana, 2012) show that romantic relationships can sometimes improve academic performance, the majority of previous research shows a negative relationship between adolescent romantic relationships and academic performance (Li et al., 2015). Furthermore, romantic breakups may alter an individual's self-perception and have a negative impact on their hope for success and academic performance but no difference in student academic performance was observed in this current study.

Lot of research done on adolescent romantic relationships (Furman & Shaffer, 2003), it is still a largely neglected issue in traditional nations like Pakistan. As a result, this study was an attempt to fill a gap in the existing literature on romantic relationship research. The findings revealed that, while there is variability in adolescent perceptions of romantic relationships, there is commonality on the main dimensions connected to romantic relationships.

In Pakistan, where romantic relationships are not accepted by society at all. Overall, the vast majority of the population in Pakistan is Muslim and the majority of society views marriage as the only way to develop a relationship with a male and female who are unknown to them. Due to concerns about conventions and norms, even love marriages are a difficult task in Pakistan for people to convince their parents. Pakistani students feel hesitant to express their feelings about their romantic relationship with their parents. In Pakistani culture romantic relationships are impacting their achievement motivation and academic performance. Culture makes it difficult for them to focus on education, and most of them suffer from mental health concerns over time.

The current research also determined the number of romantic relationships. In this study, very few people reported multiple romantic relationships; these findings are in line with our culture. It seems that in our

society, romantic love is limited and should only be felt for one person at a time. Some studies claim that people in Western society are expected to find their one true love. Furthermore, if people fall in love with someone else, it is assumed that something is wrong with them or their relationship. In addition, in the current study, one open-ended question was asked from the participants: Why are they involved or not involved in multiple relationships? The most common answers received from the participants were that they expect loyalty, sincerity, and satisfaction from their partners. They can't betray or hurt their partners, and they have special feelings for only one specific person. It was not acceptable in our society to have multiple romantic relationships; a single, good relationship was everything they need, and their partners kept them happy, so there was no need for such relationships. Another aspect was the society and religion never allow us to be involved in multiple relationships, which was not acceptable in the community where we live. There was no reason for multiple relationships when you have a one person with whom you can share your thoughts, emotions, feelings, and love. If a single person was a complete person, then there was no need to look for others. A single relationship was enough for them; that's why they ignore others, and their partners support them through thick and thin. They think having one good person in their life was enough to live a happy life. Multiple romantic relationships show that the person lacks the ability to be loyal to a partner, or maybe these kinds of relationships show the indecisive nature of a person. Multiple relationships often rely on lies that can't be continued for long periods of time, and it's also unfair to have multiple relationships at one time. As already mentioned, very few people involved in multiple relationships in the current study reported that they were involved in multiple relationships for fun, to keep things interesting, for inner peace, and to explore other options. In Pakistan,

where we have a religious society that is mostly populated by girls, such activities are discouraged because it is forbidden in Islam to form any kind of relationship other than the formal procedural relationship known as Nikkah or engagement.

Limitations & Recommendations

As the current study exclusively included university students in the age range of 20 to 24 years, the findings may not be generalizable to young men and women. A more representative sample could be selected for further research. According to the current study, data was obtained from only twin cities universities, producing limited information regarding the studied variables. The study should be expanded to other districts in Pakistan to have a better understanding of how these factors affect the students. Based on the present data, more awareness programmes should be organised for individuals undergoing such situations. Parents should have an open discussion with their children.

Conclusion

Results of current showed that achievement motivation was significantly positive correlated to academic performance and longer relationship duration has positive impact on students hope for success and academic performance. Current study also explored the role of satisfaction in romantic relationship and result revealed that satisfaction in romantic relationship positively influenced the relationship of hope for success and it negatively influenced the relationship of fear of failure . The current study has important practical implications as it helps students develop an understanding of how their romantic involvements are affecting the relationship between achievement motivation. The absence of empirical literature is primarily due to a common reluctance to accept the concept of romantic relationships in a religiously collectivist society. As the first stage of addressing an issue is to recognise and accept its existence. The current study will be helpful for further researchers to focus more on this sensitive topic that is

prevailing in our society. The findings of this study have implications for educationalists in terms of making reforms and policies to improve the psychological well-being of universities students.

Contribution of Authors

Maria Batool: Conceptualization, Investigation, Methodology, Data Curation, Formal Analysis, Writing – Original Draft
Sadaq Ahsan: Methodology, Writing - Reviewing & Editing, Supervision
Javaria Sohail: Formal Analysis, Writing – Original Draft

Conflict of Interest

There is no conflict of interest declared by the authors.

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Data Availability Statement

The datasets of the current study are not available publicly due to ethical reasons but are available from the corresponding author [M.B.] upon the reasonable request.

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