Revistia

The Influence of Willing– Motivations Characteristics of Students on Their School Achievements

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Abstract

The research on relationship betwen school achievements and intelligence show that only 50 % success in school achievement can be explained by intelectual development, whereas other 50% variance has been determined by non intelectual factors (social and emotional development, degree of motivation for learning, specific characerics, personal traits, social and finantial status, cultural and educational status of the family) etc. The main objective of the research is to establish whats the structure of need, motives which students want to satisfy education in high school, their position and importance, that are characteristic for this social environment in present time, so that they are understood better and directed, so as to contribute to school achievements. The research was carried out in Montenegro. The sample consisted of the students from grammar and vocational schools in Budva, Podgorica and Niksic. Regarding content and methodology, interdisciplinary approach was used. It has been established that there is influence some willing – motivations characteristics on success in high school. There is a statistically significant corellation componente "Realiyation goals as a source of satistifaction" and academic success. The students of grammar schools have more persistence in achieving their goals.

Keywords: school, student, motivation, school achievement.

ISSN 2411-9563 (Print)
ISSN 2312-8429 (Online)

European Journal of Social Sciences
Education and Research

Sep - Dec 2017
Volume 4, Issue 3

Introduction

Education aimed at obtaining all the necessary skills for engaging in a certain profession is a long process which prepares young people for performing their vocation of choice. Vocation shapes personality, gives a sense and value to life, and determines our attitudes, perception and our conception.

Even back then, Terman emphasised that the non-intellectual factors play the main role in determining success of the very proficient people. Intellect and success are far from being in a perfect relationship. (B. Rakić, 1970).

Allport's opinion on the deeper relationship between the aforementioned variables is very encouraging. "The problem of motivation is the central problem in terms of psychological study of personality "(Allport, 1969, p.254).

Despite numerous reforms of school system, there is great gap between the fast-paced and big technological development on the one hand, and small alterations in the very process of education, which results in poor motivation of the youth in terms of acquisition of knowledge and studying for the profession of their choice.

Willing (conative) personality characteristics

Numerous researches aimed at studying the success in schools have shown that cognitive abilities are not the only ones the students' achievements rely on. Influence of the complete personality can reflect on the success in school because capabilities cannot be efficiently put to purpose if the person is not emotionally stable, socially adjusted and integrated.

The term willing (conative) characteristics (traits) marks an entire collection of traits a person's relationship towards oneself, others and the society in general, as well as the characteristic models of social behaviour is dependent on. This term covers a part of psychosomatic area which was earlier marked by expressions such as personality or a personal trait. At the beginning, the expression "conative "was only used (Eysenck) for character personality traits, while the affective traits belonged to a separate category. However, affective personality traits are expressed in social contexts, which makes them inseparable from the so called "character "traits.

Bloom (Bloom B., 1976) emphasises the importance of the affective personality traits in terms of achievements at school. They are fit for changes, less "resistant "than the intellectual traits. His theory of successful school learning (mastery learning) is based on that possibility.

Motivational personality characteristics

Even though psychologists differ in terms of their understanding of the nature of human motivation, they all accept opinion that the adults set a very great range of different goals. Supporters of the concept that the human behaviour can be explained

by a limited number of intrinsic motives think that people always set these various goals in order to satisfy a limited number of intrinsic motives. Supporters of the notion that an adult has a large number of motives think that the acquired motives become autonomous, that they become independent forces of behaviour. An adult strives towards fulfilling them for their own sake, and not for the sake of satisfying some other intrinsic motives.

Besides the primary biological motives, from the fifties onward, primary cognitive motives have also been a topic of discussion, through which the number of basic motives of human activity has been undoubtedly increasing. Terms: "intrinsic motivation", "development motives," "creative motivation", etc. are used for marking the latter notions.

Motivation in school learning

The proportion of motivation in explaining the achievements in school, in certain condition, is significantly greater than the proportion of the high-developed general or specific capabilities. That means that positive motivation, in synergy with other factors that contribute to successful learning, (highly developed capabilities, having certain personality traits, using a form of studying which is adapted to capabilities and traits of the students' personalities, taking care of the particularity of socio-economic conditions of development, etc.) can contribute to achieving excellent results in school work and studying. An everyday experience shows that, despite their good capabilities, many students do not achieve corresponding success in school learning, and that is mostly due to poor motivation to work. Just the same, some students who do not have such great capabilities, but who have strong motivation, show noteworthy results.

The motives which have a particularly important role in school learning are: curiosity motive, motive of manipulation and exploration, achievement motive and motive of self-actualisation.

Motives of curiosity, manipulation and exploration

Many researches in the area of psychology of motivation indicate that the motives of curiosity, manipulation and exploration (investigation) are present all the way since the earliest childhood. Their essence reflects in the person's need to be active, to seek for new things, explore and inspect the unknown, etc. Manifestation of the motives of curiosity, manipulation and exploration is very important for general development of personality, and especially for forming an active and creative relationship during the process of acquiring knowledge and learning. Emergence and directing the development of these motives is conditioned by the quality of family and situation in school, both of which significantly influence their incitement or hampering. Results of various researches show that the motives of curiosity, manipulation and exploration particularly emerge in situations when there are frequent changes, which are also

characterised by ambiguity and incongruity of facts and data, and which often have some unforeseen and unexpected outcomes. In the process of teaching, those can be situations when, along with the designed pedagogical guidance, the students solve the set problems and tasks on their own in cases when they are given incomplete data and information, among which they have to make certain connections and relationships, or when they are brought into situation which demands them to apply the acquired knowledge and experience in a new and different way. Namely, creating such pedagogical conditions stimulates students to actively react to the new and unknown information, to express their desire for seeking and becoming more acquainted with the environment, to use the given facts and data as means of acquiring new experiences, as well as to adapt their behaviour to the factors which demand a different approach in perceiving and solving certain problems.

The motive of achievement

"According to Mc. Clelland, and the majority of his associates later on "the motive of achievement is a general tendency of an individual to compete with the standards of success he or she deems noteworthy and socially important (Mc. Clelland,1976.). The goals which are being set as the ones towards which we are striving in our pursuit of satisfying the motives of achievement are primarily material goals, whether we conceptualise them as a better economic position or greater social reputation. In essence, the motive of achievement is an acquired motive which can be developed to a different extent in all individuals, members of the same society and according to which members of different societies can be differentiated. According to Mc. Clelland, the source of this motive lies in certain actions towards children, i.e. it depends on the overall system of education and values that are set and cherished in a certain society.

The fact that the motive of achievement can be influenced by the designed influences in family and school indicates the possibility to shape it, i.e. the possibility to systematically and pedagogically act on its manifestation and development.

Measuring achievement motive

The most commonly used instruments for measuring in the area of motivation are questionnaires in the form of personality inventory, i.e. in the area of motivation for achievement GAM (General Achievement Motivation test). GAM is a revision of Hermans' PMT test from 1967, and it was standardised by Havelka and Lazarević (1980, 1981, 1982). This instrument was used in this research as well, thus its detailed description may be found in the following paragraphs.

The instrument is in the form of personality inventory and it measures:

- degree of prominence of the motive of achievement;

- degree of positive emotional engagement and emotional self-control in situations of achievement;

- degree of negative emotional engagement or emotional inhibition in situations of achievement;

School system is one of the most organised systems of actions through which the society influences development of the desirable personality traits. We can see the motive of achievement as a personality trait which is important for success of an individual in education, work and realisation of their potentials. Being present in the individuals to the high extent, the motive of achievement indicates that the actions and success of an individual are results of their personal efforts, interests and devotion. People who have higher motive of achievement strive towards being more self-confident, they love personal responsibility, value knowledge and results of their work.

Intrinsic and extrinsic motivation also influence the development of motive of achievement, as an important personality trait in terms of success of an individual in education, work and realisation of one's potential.

Motive of self-actualisation

An important characteristic of the human nature is the need for activity, creating and creativity, i.e. tendency towards actualisation and self-actualisation of one's potential capabilities.

In fact, self-actualisation relates to a person's need to activate his or her latent possibilities and to express what they potentially are through their own activities (K. Petrović, 1985).

Maslow (A. Maslow, 1982) thinks that people are motivated to realise their biological – psychological potentials, i.e. to become everything they can be.

Forming a socially positive and personally satisfied individual also highly depends on the nature of the relationship that individual has created in family, work, school or some other social environment.

Development of intrinsic motivation in teaching

Berlyne illustrates the possibility of introducing cognitive conflict in different teaching contents (courses) by means of surprise, doubt, perplexity, etc.

Piaget (Piaget, J. 1959, p. 47) also emphasises existence of cognitive conflict as the basic condition for an intrinsically motivated activity. Piaget thinks that students should be incited to think independently and to express their opinion freely. As it can also be read in the works of Constance Kamii (C. Kamii, 1970/1971), the role of the teacher would be to design the teaching situation so that it serves for causing a cognitive conflict in students, as well as for stimulating students to think and express their own opinions freely.

This also implies certain tolerance of the teacher towards the students' mistakes which can occur in the process of learning, through which the students are provided with information that greater significance is attributed to the very process of learning, i.e. thinking, than to the uniformly adopted correct answer.

According to Allport (Allport, 1969, p. 143), in order for one activity to be intrinsically motivated it demands more than mental and motoric engagement, it demands the deepest engagement of the "central" parts of personality or ego – engagement. According to Allport (Allport 1960), intrinsically motivated activities, enter the core, i.e. central areas of the "I" system.

Relationship between extrinsic and intrinsic motivation in teaching

When speaking about motivation of human activity, and school teaching as one form of that activity, that generally, have two types of motivation are mentioned and they differ in the ways they affect behaviour of an individual, especially in terms of learning: extrinsic and intrinsic motivation. The basic characteristic of extrinsic motivation reflects in the fact that the actions which are taken in order to achieve the wanted goal are seen as means, and not as a goal which serves as its own purpose (Petrović K. 1985).

In school work, that is the case when a student is learning a particular subject not because he or she loves it and finds pleasure in studying it, but primarily for a good grade, a promised award, or something similar. When it comes to intrinsic motivation, the activities performed are not only a means for reaching a certain goal, but their accomplishment brings intrinsic satisfaction, so thus, with time, performing these activities becomes the basic and principal goal.

In school practice, this means that a student does not only learn because an award is expected (a grade, praise, etc.) from someone else, but the very process of learning, i.e. acquiring knowledge is perceived as an award (goal) and it stimulates the student to engage in similar areas.

It is indubitable that intrinsic motivation in school work has more importance than the extrinsic motivation.

Bruner (1962) states that the feeling of pleasure cannot be experienced beyond the very act of learning, nor can it be found in praises, harsh words or teacher's grades. The use of external control, as he deems, turns learning into a means of obtaining an award (a praise, good grade), and not a goal which is valuable on its own.

Deci (Deci, E. L.1975.) states that extrinsic stimulation makes a person take up an activity he or she would not normally do, and then, while performing the activity, the person becomes aware of the intrinsic motivation towards the very activity.

Interests for certain subjects belong to the area of motivation, and thus they can be an important factor for achieving success in school. We can increase the degree or level

ISSN 2411-9563 (Print)
ISSN 2312-8429 (Online)

European Journal of Social Sciences
Education and Research

Sep - Dec 2017
Volume 4, Issue 3

of the interest in learning through pedagogical or other types of influence and thus improve success of the students in certain school subjects.

 If we additionally assume that physical capabilities are relatively unchangeable, then a significant correlation between interest in certain school subjects and the indicative success achieved in the same subjects should be expected (T. Đuric, 1979).

Method

The goal of this research is to determine the structure of needs, i.e. motives which the students want to satisfy through their education in high school, as well as the specific structure of impacts they have on success in high school, their position and significance in education.

Based on the knowledge about the structure of motivation, the higher goal can be practical – it should be regularly analysed and the structure of motivation for achievement in school and professional development of the school youth should be kept track of. Also, they should be analysed from the aspect of reality and we should influence the change of relevant factors.

The goal of this research is to determine whether there is and what is the quality of connection between the motive of achievement and interest, as well as with success in school. This will allow us to establish whether interest in the existing education program in high school is simulative for realisation of the motives of achievement.

Hypotheses

1.   Students from different high schools which offer various fields of study differ in terms of willing - motivational characteristics.

Understanding the structure of intrinsic and extrinsic motivation among young boys and girls in high schools specialised in different fields of study will enable us to take actions aimed at developing motivation, as well as at eliminating the reasons which hinder the development of intrinsic and extrinsic motivation, analysing the reality and influencing a change of the relevant factors.

2.   There is a connection between willing - motivational characteristics and success at school.

We are going to determine the connection between the development of the motives of achievement among students and the achieved success at school, i.e. whether the students who have better GPAs (excellent or very good) have a greater motive of achievement than the students with lowers GPAs (good, insufficient and sufficient).

Sample and the research method

Sample of students systematically included one class from each grade of grammar school and tourism technicians in Budva, Podgorica and Nikšić. For the purpose of

this research, we decided to include students from the coastal, central and north area of Montenegro so we would ensure representativeness of the research. Students from I, II, III and IV grade of high schools in Budva, Podgorica and Nikšić, who chose

grammar school or the department for tourism technicians, were included in the research. The schools that participated in the research were: Secondary combined high school "Danilo Kiš" from Budva, Grammar School "Slobodan Škerović" and Secondary Vocational School "Sergej Stanić" from Podgorica, as well as Grammar School "Slobodan Cerović" and Secondary School of Economics and Tourism from Nikšić.

The sample included 775 students, 15-19 years of age and there were 398 grammar school students, and 378 tourism technicians. The number of examinees from Budva was 258, from Nikšić 262, and from Podgorica 254. In terms of the sex, 305 examinees were male, while 470 were female. The significant discrepancy in terms of sex of the examinees, which goes in favour of the female examinees (39,4 % : 60,6 %) is not a consequence of this particular case, but it reflects the real condition in the surveyed schools.

The research was done in April and May, just before the end of the school year in high schools. All the surveys were carried out during the regular classes, because our previous experience in conducting research has shown that motivation and responsibility of the examinees is greater in this period than during their spare time. The survey was done in groups, and the size of groups was identical to the size of a class in school.

Instruments

We used the instrument: Test of General Achievement Motive - GAM

Motive of achievement will be measured by a new, modified version of the scale – MOP 2002, which is comprised of 55 items, and which was created by Mirjana Frančesko, Vladimir Mihić and Gustav Bala. During the process of making this new instrument for measuring the motive of general achievement, these authors started from the standpoint that the motive of achievement, as a primarily cognitive motivational factor, has a certain stability and that, as such, it can be seen as a personality trait. That additionally means that people can have mutual differences in terms of degree of development of this tendency. While creating and defining the items, their starting point was Mc Clelland's definitions of the motive of achievement, according to which two components of this motive stand out: making an effort to achieve what is deemed valuable and what will enable them to stand out among the others.

Instrument has the form of the Likert's five point scale.

GAM 2002 scale has a very high degree of reliability. This instrument belongs to the category of measurement instruments which have the highest degree of representativeness.

Also, through relative size of the variance of the first main component of the items transformed into the image forms the scale has the satisfactory degree of homogeneity. Based on the Scree criterion on the first level of factor analysis (the first main component) four factors which explain 36.80% of variation of the items were separated.

Table 2: Structure of the first factor

RB	ITEMS	R
10.	Being the best is a good life motto.	0.665
6.	I strive to be better than the others in everything.	0.662
25.	If someone is better than me, I want to reach their level.	0.641
21.	I strive to be the best in everything I do	0.637
9.	Competing with others represents the greatest stimulant to me.	0.632
30.	I have the need to show the others how successful I am.	0.632
31.	I put a lot of energy into standing out in front of other people.	0.588
24.	It is important to me that I stand out in what I do.	0.587
3.	It is important to me that I stand out with my success.	0.575
29.	I must achieve success in activities I do, at all costs.	0.542
8.	Success comes first in life.	0.532
53.	It is very important that my success is talked about.	0.493
43.	I think that I have a competitive spirit.	0.469
20.	I want to achieve success in each activity I take up.	0.398
38.	It is important to me how other people evaluate my work.	0.373
28.	I usually set high goals for myself.	0.364
34.	It is important to me what other people think about my achievements.	0.356
14.	I do not understand people who are going after success.	0.344
54.	When I like a person, I do not give up until I win them over.	0.267

The first isolated factor explains 18.61% of the total variance. The structure of the first promax factor, according to intensity of concentration in certain items of the scale, is shown in the Table No. 2. This factor is defined by items which clearly indicate

the tendency of an individual to stand out and be more successful than the others. That is why this factor is called – *Competing with others -.*

Table 3: Structure of the second factor

RB	ITEMS	R
32.	I always finish the things I have started.	0.668
22.	If I am doing something hard, I am usually persistent.	0.611
1.	I am always persistent in achieving my goal.	0.578
4.	Even when things are not going easy for me, I finish what I have started.	0.575
41.	Even after several failed attempts, I do not give up.	0.501
37.	I am always trying to do better than I had on previous occasions.	0.491
19.	My parole is "Leave till tomorrow what you do not have to do today".	0.471
45.	I always realise most of the things I have planned.	0.460
18.	I usually postpone doing the things that demands a lot of effort.	0.445
40.	I am ready to take the responsibility for the tasks I perform.	0.426
2.	Each task is a new challenge for me.	0.390
5.	I know what I want to achieve in life.	0.381
36.	Other people see me as a person who "who knows what they want".	0.374
49.	I am often bored.	0.273
16.	I don't get too excited if I don't finish what I have started doing.	0.210

The second isolated factor explains 8.91 % of the total variance. The items that define the second isolated factor to the highest degree are shown in Table No. 3.

Content analysis of the items which define the second isolated factor indicates persistence as one personality trait.

This factor is called - *Perseverance in reaching a goal-* .

Third isolated factor explains 5.32 % of the total variance. The items that define the third promax factor to the greatest extent are shown in Table No. 4.

Considering the fact that the majority of the mentioned items are related to the tendency towards setting the goals the achievement of which is seen as an award, the third factor is called

-Achieving goals as a source of satisfaction-.

ISSN 2411-9563 (Print)
ISSN 2312-8429 (Online)

European Journal of Social Sciences
Education and Research

Sep - Dec 2017
Volume 4, Issue 3

Table 4: Structure of the third factor

RB	ITEMS	R
42.	I appreciate people who are perseverant in achieving their goals.	0.624
12.	A job successfully done is the greatest award for me.	0.598
17.	I feel the best when I achieve good results.	0.587
13.	Perseverance is a trait I value greatly.	0.576
50.	The very thought of achieving a goal brings the positive feelings in me.	0.568
48.	Success cannot be achieved over night, but rather by meticulous planning and hard work.	0.527
44.	I feel great pleasure when I complete my daily plan.	0.494
26.	One should always have a clearly defined goal.	0.484
15.	I always learn lessons from my mistakes for the future.	0.472
23.	I always have a set goal which I want to achieve.	0.463
7.	I admire successful people.	0.459
46.	Once I achieve a goal, I find another one immediately because that makes me feel complete.	0.385
51.	In future, I see myself as a successful person.	0.344

The fourth factor explains 3.95 % of the variance. The items by which this factor is determined are shown in Table No. 5.Table 5: Structure of the fourth factor

RB	ITEMS	R
33.	I plan each of my activities.	0.782
11.	I plan everything in advance in order to achieve better results.	0.719
35.	I plan my activities for the upcoming day.	0.705
27.	Each activity should be well planned in advance.	0.689
39.	When I do not have my day planned out I feel strange.	0.491
55.	I prefer being spontaneous to planning it all in advance.	0.490
47.	I think it makes no sense to plan many things in advance.	0.463
52.	My motto is "one should live from today until tomorrow, without any major plans".	0.397

The fourth factor is determined with items which indicate the tendency of a person to plan activities in order to achieve a certain goal. This factor is thus called

Orientation towards planning.

Among the isolated factors, there is a statistically significant correlation on the level 0.01. All the obtained correlation coefficients are positive, which indicates that the isolated factors have the same direction of "action".

Factor analysis of the second order has enabled us to separate a factor which explains 51.96 % of the total variance. Correlations of this factor with the primary factors are shown in Table No.7.

Table 7: Correlation coefficients factors of the first and second order

R.no.	PRIMARY FACTORS (first order)	General second order factor
3.	Achieving goal as a source of satisfaction	0.836
4.	Orientation towards planning	0.755
2.	Perseverance in achieving a goal	0.736
1.	Competing with other people	0.518

All factors of the first order are in a high positive correlation with the second order factors, which indicates that the MOP 2002 scale has a unique focus of measurement. Correlations between the first order factors, as well as coefficients of connection of the first and second order factors, indicate that four components are not independent in size and that together they make the motive of general achievement. The motive of achievement is a complex motivational disposition, which consists of the following components: competing with other people, perseverance in achieving a goal, achieving a goal as a source of satisfaction and orientation towards planning.

The obtained results confirm Mc Clelland's attitude towards two components of the motive of achievement: putting effort in achieving the things which are deemed valuable (setting goals) and which will allow them to stand out among the others (competing with others). Based on the content analysis of the other two components, the conclusion is made that these are instrumental traits and patterns of behaviours. Namely, a person who has tendencies towards competing and setting goals, develops traits such as perseverance and orientation towards planning, in order to be successful in competing with other people and/or in achieving their goals.

Information about the existence of one factor defined by the means of four mutually connected components which "act" in the same direction, indicates the conclusion that the individual differences in the motive of achievement can be primarily sought for in the degree prominence of this motivational disposition. In that way, it is possible to differentiate people whose motive of achievement is on a: low, moderate, high and very high level of development.

Starting from the obtained results, motive of achievement can be determined (according to M. Frančesko, V. Mihić, G. Bala) as a striving towards achieving success,

whether that success is defined by achieving personal goals and/or standing out in front other people.

Results of the psychometric analysis have shown that the MOP 2002 scale is a good instrument for measuring the motive of achievement, and thus it was used in our research. Considering the fact that MOP 2002 is comprised of four factors, it cannot be treated as a unique result, but it will help us measure the development of some components of the internal motivation, i.e. the motive of achievement.

Statistic data processing

When it comes to the method of descriptive statistics the following actions were taken:

1. Illustration of frequency distribution, i.e. frequencies and percentages which relate to certain categoric variables (nominal level).

2. Illustration of average value, standard deviation and median in terms of scalar values which are assumed to be at the interval level of measurement.

3. Review of the value of average rankings.

The methods of inferential statistics were used:

1.1. Index of curvature, flatness index, their standard errors for testing normality.

1.2 Kolmogorov-Smirnov's Z-value for analysis of the normality of the breakdown.

1.3 Hi-square when differences among breakdowns of the frequencies according to certain categories of nominal variables with two, three or more categories as the values were tested (e.g. male and female).

1.4. Analysis of variance when the significance of differences, in terms of the values on scales which are assumed to potentially have the interval character, among two or more groups were tested

1.5 Leven's test which is used for testing the assumption of equality of variance within groups or variance of mistake within the subgroups.

1.6. Box's test of equality of the elements of the variance-covariance matrix for ANOVA (variance analysis).

1.7. Mann-Witney's U-test or the difference test for ranges between two sub-groups.

1.8. Kruskal-Wallis' difference test for ranges between three or more sub-groups.

1.9 Logistic regression where to test the correlation and power dichotomised dependent variables of school success based predictors which may be either continuos or dihotimni came in the case of this study.

ISSN 2411-9563 (Print)
ISSN 2312-8429 (Online)

European Journal of Social Sciences
Education and Research

Sep - Dec 2017
Volume 4, Issue 3

1.10 Point-biserial correlation coefficient was used in situations when dichotomous variable correlated with one of the continuous variables.

Results

Analysing differences among students studying at different specialised high schools in terms of values on certain components of motivation for achievement (MOP).
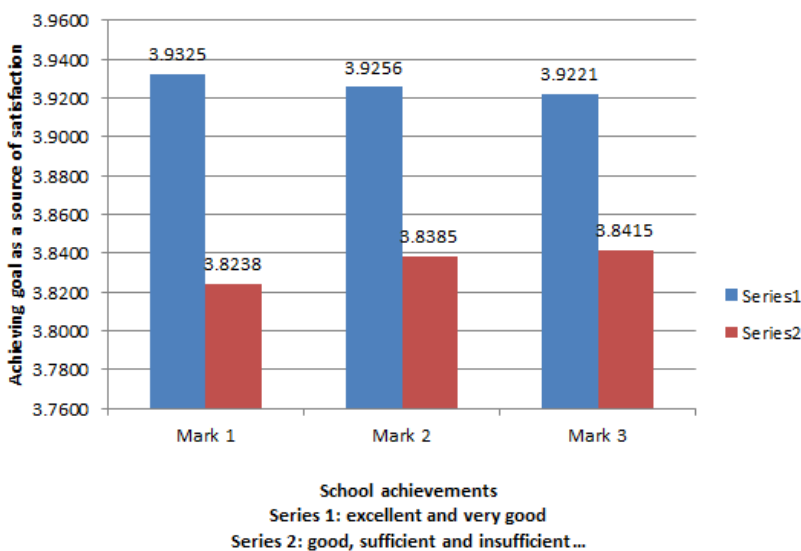
Chart 1. Average values of students on the variables "Achieving goals as a source of satisfaction" in three situations of evaluating success in school, on the basis of three situations of evaluating the success in school.

In terms of all three evaluations of school success, three evaluations of success in school, and as it can be seen from the chart, students who have better grades in school also have higher value on the component "Achieving goals as a source of satisfaction" and these differences are statistically different in all three situations. Considering the fact that there were no significant differences in the other three components, the H2 was thus only partially confirmed.

Conclusion

Bearing in mind the obtained results of the data analysis in the research that was conducted within the scopes of this paper, we can make certain conclusions.

1. Our hypothesis that *the students from different specialised schools differ in terms of willing - motivational characteristics is only confirmed in some components.*

Differences among students from different specialised schools have been determined only for some components of the motivation for achievement. It can be said that the

grammar school students have a significantly more prominent component of motivation for achievement "Perseverance in achieving goals" when compared to the students studying at the department for tourism technician.

2. Our hypothesis that *there is connection between willing - motivational* characteristic *and school success* has been confirmed.

A significant difference among students who have different GPA's has been noted in only one component of motivation for achievement, and that is "Achieving goals as a source of satisfaction".

In average, the greater the values are on this component, the better the evaluation of school achievement is. Considering the fact that motivation for achievement also represents a reflection of certain conative personality factors of the examinee, we can derive the conclusion that these results favour the confirmation of the impact of the conative traits on the school success. These findings mostly confirm this hypothesis.

The more prominent factor "Perseverance in achieving goals", when it comes to the grammar school students, indicates perseverance as a personality trait. It is in positive correlation with the factor "Competing with other people" which indicated the tendency of a person to stand out and be more successful than the others.

There is a connection between some willing - motivational characteristics and success in school.

There is a statistically important connection between the component "Achieving goals as a source of satisfaction" and school success. In average, the greater the values are on this component, the better the evaluation of school success is.

It is necessary to develop and strengthen self-respect, i.e. the need for a lasting, solid, high grade-esteem of oneself and appreciation from the part of the others, which can be achieved by motivating students to be active in school and the society, to set higher goals, and by developing belief in their own abilities, and optimism.

For the purpose of strengthening the motivation of achievement, it is necessary to also use extrinsic motivation, which means that the following steps should be taken:

1) The students should be enabled to recognise their results. They should constantly and timely be informed about the achieved results, which will serve as a strong stimulating force for their further prosperity.

2) Competitions in comprehending and learning the lessons should be organised and conducted, which represents a form of motivation for self-affirmation and a strong stimulant for achieving success.

3) Students should be enabled to achieve success in order to avoid the feeling of failure, since success is the motive which motivates to work and raises the level of aspiration, while failure impedes progress and lowers the aspiration level.

4) Use praise and reproach which represent strong stimulants for achieving success, since praise causes satisfaction and pleasure, while reproach causes indignation and frustration.

In the end, apart from the important intrinsic and extrinsic factors, developing affiliative motive, i.e. the need to contact and cooperate with other people should also be incorporated into the programme for practicing the affiliative motive, which can also be an initiator of the activities for achieving success.

Singling out and strengthening the motive for acquisition depends on the extent to which acquiring knowledge is considered a significant area of competence in a certain environment, as well as on the nature of experience of the actual individual when it comes to the fact that knowledge and the process of acquiring knowledge enables experiencing the feeling of competency. Both the very activation (inclusion) of the capacities, skills and previous knowledge of the students in the process of school learning and all those conditions (contents and methods of work) which contribute to their improvement will have a motivational influence.

Independence and self-initiative of the students should be provoked, instead of orienting them towards the teacher as the central figure of the teaching process (as the only source of the demands, the only criterion of the truth, etc.). The students should be motivated to seek for intellectual challenges and overcome them on their own, and not the stand down when faced with a challenge, but the engage in overcoming it. This hypothesis about competence and self-determination suggests that, in cases when different reasons prevent students from becoming involved in solving important matters in the process of learning, the students should at least be provided with a clarification and explanation of the meaning of learning, so they could accept it as their "own", i.e. so they could get the feeling of self-determination from it. One of the pre-requisites for experiencing the feeling of competence in the process of learning is individualisation, primarily in terms of the degree of demands which are set before the students. However, that does not mean that the students should get tasks which too easy to solve, on the contrary, they should be given tasks in which they will be objectively successful, but also experience difficulties, mistakes and effort.

Thus, introducing individualised forms of pedagogic-education work in certain specialised high schools for should be considered, the forms that would create conditions for stimulating and directing the existing capacities of the students, and thus conditions for developing the motive of achievement.

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GAM

Name and surname _____

Please read carefully and answer to all questions.

Answer should be written in Answer sheet. There are no true or false answers. Sincere answers are the best ones. Results should be used only in scientific purposes.

CLAIMS
I am always persistent in achieving my goal.
Each task is a new challenge for me.
It is important to me that I stand out with my success
Even when things are not going easy for me, I finish what I have started.
I know what I want to achieve in life.
I strive to be better than the others in everything.
I admire successful people.

ISSN 2411-9563 (Print)
ISSN 2312-8429 (Online)

European Journal of Social Sciences
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| Success comes first in life. |
| Competing with others represents the greatest stimulant to me. |
| Being the best is a good life motto. |
| I plan everything in advance in order to achieve better results |
| A job successfully done is the greatest award for me. |
| Perseverance is a trait I value greatly. |
| 14. I do not understand people who are going after success. |
| 15. I always learn lessons from my mistakes for the future. |
| 16. I don't get too excited if I don't finish what I have started doing. |
| 17. I feel the best when I achieve good results. |
| 18. I usually postpone doing the things that demands a lot of effort. |
| 19. My parole is "Leave till tomorrow what you do not have to do today". |
| 20. I think that I have a competitive spirit. |
| 21. I strive to be the best in everything I do. |
| 22. If I am doing something hard, I am usually persistent. |
| 23. I always have a set goal which I want to achieve. |
| 24. It is important to me that I stand out in what I do. |
| 25. If someone is better than me, I want to reach their level. |
| 26. One should always have a clearly defined goal. |
| 27. Each activity should be well planned in advance. |
| 28. I usually set high goals for myself. |
| 29. I must achieve success in activities I do, at all costs |
| 30. I have the need to show the others how successful I am. |
| 31. I put a lot of energy into standing out in front of other people. |
| 32. I always finish the things I have started. |
| 33. I plan each of my activities. |
| 34. It is important to me what other people think about my achievements. |
| 35. I plan my activities for the upcoming day. |
| 36. Other people see me as a person who "who knows what they want". |

ISSN 2411-9563 (Print)
ISSN 2312-8429 (Online)

European Journal of Social Sciences
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Volume 4, Issue 3

| 37. I am always trying to do better than I had on previous occasions. |
| 38. It is important to me how other people evaluate my work. |
| 39. When I do not have my day planned out I feel strange. |
| 40. I am ready to take the responsibility for the tasks I perform. |
| 41. Even after several failed attempts, I do not give up. |
| 42. I appreciate people who are perseverant in achieving their goals. |
| 43. I think that I have a competitive spirit. |
| 44. I feel great pleasure when I complete my daily plan. |
| 45. I always realise most of the things I have planned. |
| 46. Once I achieve a goal, I find another one immediately because that makes me feel complete. |
| 47. I think it makes no sense to plan many things in advance. |
| 48. Success cannot be achieved over night, but rather by meticulous planning and hard work. |
| 49. I am often bored. |
| 50. The very thought of achieving a goal brings the positive feelings in me. |
| 51. In future, I see myself as a successful person. |
| 52. My motto is "one should live from today until tomorrow, without any major plans". |
| 53. It is very important that my success is talked about. |
| 54. When I like a person, I do not give up until I win them over. |
| 55. I prefer being spontaneous to planning it all in advance. |

Please make sure You answer every question!

Thank You for your cooperation

ANSWER SHEET

Name and surname_____

Gender: M   F

Age: _____

Your school: _____

Your mother's education: Your father's education:

a) primary school a) primary school

b) secondary school b) secondary school

c) college / university c) college / university

d) master s and doctoral degree d) master s and doctoral degree

Instructions for filling in the qvestionaire:

You have to answre to what extent these statements refer to you::

1. If the statement **refers to You completely** circle **totally correct (5)**.

2. If the statement **refers to You, but not completely,** circle **mostly correct (4)**.

3. If **You are not sure the statement refers to You**, circle **not sure (3)**.

4. If the statement refers **to You to a small extent**, circle **mostly incorrect (2)**.

5. If the statement **does not refer to You**, circle **totally incorrect (1)**.

Question No	Totally incorrect	Mostly incorrect	Not sure	Mostly correct	Totally correct
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5

ISSN 2411-9563 (Print)
ISSN 2312-8429 (Online)

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16.	1	2	3	4	5
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36.	1	2	3	4	5
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38.	1	2	3	4	5
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54.	1	2	3	4	5
55.	1	2	3	4	5