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ASSOCIATION OF ACHIEVEMENT MOTIVE AND STUDY HABITS WITH STUDENTS' DISTINCTION AT UNIVERSITY LEVEL

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Abstract

This study sought to find out the association of achievement motive and study habits pattern with students' distinction at university level. The study was conducted in University of Peshawar and various departments of University were randomly selected; the sample included Thirty (30) randomly selected participants. All the respondents were those who were high achievers in their respective departments. A quantitative approach was used to analyze the study findings. The sample consisted of 30 students, and about 60% of them were those who had high achievement motive and better study habits. The categorizations were on the basis of scores they obtained in Achievement motive scale. The results revealed momentous association between Achievement motive and study habits patterns adopted by students with the academic distinction. Results demonstrated that students with high achievement motive are more dedicated and hardworking towards their studies to get distinctions and this is the reason that they are academically successful. It is also revealed through results that the achievement motive is highly significant and academic success is depends on achievement of students in great deal. Results of the study demonstrated that students with better study habits have high on achievement motivation which may be attributed to their excellent academic performance at university level. The study has recommendations for all the stakeholders. Teachers may help students to adopt better study habits for success in exams. Skill of having a good study habit is very important for students. Hence there is a need to inculcate a systematic and proper study habit in every student. Skill development programs may be organized for students, where factors like budgeting time, note-taking style, examination writing skills, memory enhancement techniques, need for maintaining a good physical condition and learning motivation enhancement may be thoroughly discussed. It has been recommended that inculcation of intense motivational level would propel one to strive hard for a higher level of academic achievement.

Key words: Achievement motive, motivation, habits, study habits, Distinction, University level, Success

Introduction

Every person wants to get a higher educational degree to get a good job for better salaries. However in today's materialistic world an educational degree which can't help you earn a livelihood seems to be useless. Look around and we will find an army of highly educated youth in search of a respectable job but this is a reality that only those get respectable jobs who have secured high grades or the one who is high achiever will get the best job. The matter of fact is that there is a difference between education and education with distinction. The later rules the world, elsewhere in the world and also in our country.

Though all the students in a given class do pass the exam but some get distinction. Behavioral scientists have observed through various researches that there are differences in people desires for higher achievements because some people seem to less bother about their accomplishments while others have a strong desire to accomplish something great in their life. This topic is highly debatable and that's why this is an important research area for educationists. Certain traits of people have been noted by scientists to associate with strong accomplishment drive. The inclination to choose goal-oriented activities that lead to success and to strive for accomplishment is known as achievement motivation. Thus this is true to some extent that motivation for achievement is seen to be the key stone for successful and happy existence (Faiz & Amjad, 2024).

In this study the researcher has tried to bring together the possible factors associated with distinction and what is their relationship to each other. The interrelationship of these factors clearly shown that distinction does not depend upon a single factor and it's a combination of many factors such as effective study habits, personality, achievement motive and social support. In this study the focus will be on achievement motive and study habits of students at university level.

Motives are defined as comparatively constant individual differences in how they prefer to approach specific reward classes, such accomplishment, power, or allegiance. For over fifty years, the research conducted by Murray in 1938 and McClelland et al. in 1953 has been a significant contribution to the field of personality and social psychology. This is because motives help to explain human behaviour by identifying the situational cues, particularly those related to achievement, which could serve as potential incentives for an individual. The goal of the current study was to determine whether or not students' distinctiveness at the university level is related to their accomplishment motive.

Over 50 years have passed since the development of accomplishment motivation theory by McClelland et al., (1953), and a great deal of study has been done in this area (Heckhausen & Brunstein, 2018). According to long-term forecasts of life outcome variables, achievement motivation has been demonstrated to be a rather stable personality trait (Apers et al., 2019). People with high achievement motivation are generally inclined to take on difficult jobs because they want to get better at what they do (Schuler et al., 2010).

A student's goal in pursuing mastery goals in a learning environment is to become competent by picking up new information and abilities. A student's goal in pursuing performance goals is to show that they are competent in comparison to other students. Nonetheless, not every student has a positive orientation towards competence, and some develop work avoidance objectives that centre on minimizing effort (Yeh et al., 2019).

According to Chetri (2014), achievement motivation is more about the mindset behind achieving than the actual accomplishments. Due of its delayed reinforcement, it can be viewed as a prolonged person-intrinsic motivation. It results from an internal relationship in the individual. In addition, it involves a pattern of action planning and a sense of purposeful pursuit of an internalized standard of excellence.

The underlying need for success and the degree to which people differ in their need to seek for rewards, such as bodily fulfillment, admiration from others, and emotions of personal mastery, are known as achievement motivation (Singh & Sagar, 2019). Awan et al., (2011) and Emmanuel et al., (2014) found a substantial relationship between academic achievement and achievement motivation.

Chetri (2014) discovered a strong positive association between academic achievement and achievement motivation. While Chiramel and Vasuki (2018); Roy and Saha (2022) found no significant difference in achievement motivation between science and arts stream students, Pany (2014) Shekhar and Choudhary (2017) Rani and Reddy (2019) reveal that science stream students' motivation for achievement differs significantly from that of arts stream students.

A non-significant difference in achievement motivation between scientific and commerce steam students was examined by Singh (2019). Ansary, Saha and Gorain (2021); Roy and Saha (2022) looked into the non-significant difference in accomplishment motivation between students in rural and urban schools. However, Pany (2014); Shekhar and Choudhary (2017) discovered a substantial difference in the accomplishment motivation of pupils in rural and urban areas. A non-significant difference in the achievement motivation of B.Ed. Teacher Trainees from rural and urban settings was examined by Chiramel and Vasuki (2018) and stated that achievement motivation is a person's desire to succeed or complete a task successfully. Achievement motivation can be linked to Locus of control as it relates to people's attitudes, emotions

Academic performance, in general, refers to how effectively a student is completing their assignments and studies. However, a variety of elements, such as grades, attendance, standardized test scores, extracurricular activities, and more, affect how well students perform academically. Conducts, Variations in IQ and personality have been connected to individual variances in academic achievement. (Stumm, Sophie, Tomas, Benedikt, Premuzic, 2011). Even though a student studies for a long time, they might not always be able to achieve the expected outcomes or consequences. This could be the result of inadequate study skills improvement. The development of excellent study habits and learning skills improves academic success in schools in a society that values academic work.

Good study habits are crucial for assisting students in increasing their knowledge, comprehension, and efficacy of learning (Kalita & Gayary, 2022). The foundation of a learner's academic performance is their study habits, which include reading, taking notes, leading study groups that students participate in regularly, and consistently meeting their learning objectives (Tus et al., 2020). However, students who are studying must be motivated; this accelerates work when an individual is making every effort to reach a goal (Gunjan, 2022).

Moreover, some research has demonstrated a connection between successful study habits and achievement motivation. According to Paulson and Starlet's (2018), study, there is a noteworthy correlation between achievement motivation and study habits.

According to Sundari et al., (2020), there is a strong link between students' drive for achievement and their study habits. Additionally, Bhandarkar's (2020) study found a favourable and significant association between study habits and motivation for academic accomplishment. Many students struggle academically for reasons other than a lack of intelligence. One such element is bad study habits, which even in children who are naturally gifted frequently lead to subpar academic achievement. A person's habits are reliable markers of their uniqueness. Study habits, then, are a person's study-related behaviours. Learners' regular practices for honing their cognitive skills during the learning process are referred to as their study habits. Study habits are the behavioural patterns that students establish in order to further their education. Study habits give insight into a student's character and way of life.

The means of learning is through one's study habits. It can be viewed as a tool and an end in itself for learning. A student's study habits are crucial to their success. Every student's success or failure is based on his or her individual study habits. Of course, studying takes practice because it's an art. While studying more, some pupils don't accomplish as much. Some people learn less yet accomplish more. Each student's success is unquestionably influenced by their aptitude, wits, and work. Undoubtedly, consistent study habits yield benefits in the form of a sense of accomplishment and success (Nuthanap, 2007).

The way students study has a big impact on their lives. Every student's outcome is determined by his or her individual study habits. Students' study habits reflect their personalities. The study habits of the learner define his learning style. Learning is facilitated by one's study habits. It can be viewed as a means as well as an end in learning. Since the research was done at the University of Peshawar, this study aims to determine whether or not study habits and achievement motivation are related.

Problem Statement

There is very strong relationship between education and learning because learning plays an important role in process of education and further in academic success of students. Every student wants to get higher marks and wish to become a topper but many of them can't achieve distinction despite so much hard work. To hundreds of students the issue which continues to plague throughout their whole college and university life is the matter of grades. There are some students who go their whole lives without really knowing the proper and most effective ways to study and receive 'A' grades on their tests. On the other hand some individuals seem to pull it off without any problem at all. In this study the researcher has tried to bring together the possible factors associated with distinction of students at university level. The interrelationship of these factors clearly shown that distinction does not depend upon a single factor and it's a combination of many factors specifically effective study habits, personality patterns, social support and achievement motive. In this study the focus will be on achievement motive and the study habits pattern adopted by students.

Objectives of the Study

Main objectives of the study were:

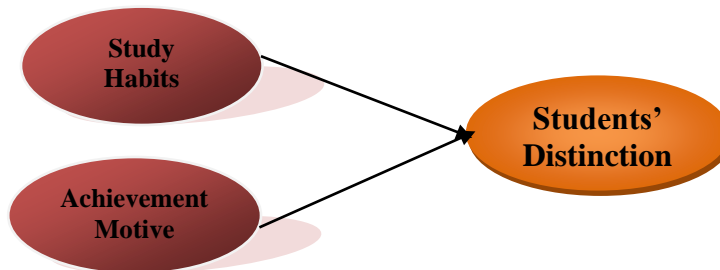
1. To find out the association of achievement motive with students' distinction at university level.
2. To investigate the effect of study habits patterns on students' distinction at university level.
3. To find out the relationship between study habits and achievement motive in students' distinction at university level

Hypotheses

The following hypotheses were formulated:

- H01: There is no significant association between achievement motive and students' distinction at University level
- H02: There is no significant effect of achievement motive on students' distinction at university level.
- H03: There is no significant effect of study habits pattern on students' distinction at University level
- H04: There is no significant relationship between study habits, achievement motive and students' distinction at university level

Conceptual Framework



Significance of the Study

Many of the students studying for master level degrees consider this stage as the end of their academic life. Almost each of them will be having dreams of getting into practical life but the ground realities are altogether different, much of their dreams unrealized. And very soon they come to know that only those will survive who are the fittest. So in a competitive job market it has been observed that the toppers get Lion's share. Similarly it has been also observed that such students easily get scholarships for higher studies after master degree. Therefore, the researcher wants to bring into light all the undiscovered factors and methods employed by the toppers to get to that position. The researcher wants to find out those factors to give a complete recipe of success for students of today to enable them to survive in tomorrow's ruthless world.

Achievement Motivation provides a means of powerful and higher aim in the life of the students. As a human concept, Achievement Motivation involves creativity in the discovery of patterns of learning and reaching the goal. Therefore, it is one of the essential areas of learning. Everyone needs to develop Achievement Motivational concepts and skills; this would help them to understand and motivate in learning that

would also help them to achieve their goal. In education achievement motivation aims to provide students understanding with their right motive to achieve the right goal.

According to the quoted research review, the achievement motivation plays an important role in predicting students' future success. Therefore, it is crucial to put special emphasis on forming high level of students' need for achievement through special training programs and proper guidance. Achievement motivation is one of the crucial psychological factors determining future academic and occupational success. At the secondary level students should be selected the stream and subjects of their own interest and capacity. The researcher feels that this study will highlight the role of achievement motivation for one's life.

Limitations of the Study

There are also certain limitations for this study.

1. Environmental factors, such as exhaustion or stress from course work, might have contributed to the results. Such things cannot be determined because the data was not gathered under strict study controls.
2. Motivation is the other overall study drawback. Students who are required to complete these kinds of inventories frequently lack the drive to answer honestly and take the test seriously. This could have led to affect the data from these children on one or more measures.

Research Design

This design of the study is quantitative and descriptive in nature because it uses numerical data to measure and analyze in order to determine how variables Achievement motive and study habits are associated to one another.

Population and Samples

Population

All departments of the University of Peshawar constituted the population of this study. There are fifty plus departments in the university, so all students with distinction at university level were included in the population of this study.

Sample

A list of departments of university of Peshawar was received from the administration. It came to focus that approximately 50 plus departments could provide postgraduate level education. Only ten departments were selected randomly using the lottery method. As far as the distribution of the sample size among the ten departments is concerned, a list of position holder students was provided by the respective departments. This list of all position holder students served as a sampling frame for the study. The sample was chosen by using the Google calculator; three respondents were selected from each department. In this way thirty students constituted the sample size. The participants were constituted only distinction holders from the selected sample.

Sources and Nature of Data

This study used a survey methodology. When gathering data, primary and secondary sources were both employed. While secondary sources of data included the internet, journals, and libraries, primary sources were gathered in the field.

Research Instruments

Research instruments consisted of two parts. Part I consists of questions about different study habits and Part II consists of Achievement motivation Scale. The Achievement Motive Scale (AMS) is a well-established and frequently used scale with revised 10-item version (AMS-R). The revised scale provided adequate reliability, lower inter-scale correlations, and criterion-related validity with respect to typical criteria of achievement-related behavior. In both the questionnaires all of the questions were directive type to get exact information from respondents. There were four to five options for each question. The respondents were directed to encircle the choice which best describe their feelings and thinking for the specific variable.

Data Analysis

Using questionnaires, all of the data was gathered from the University of Peshawar's chosen students. Data was collated, analyzed, and interpreted after it was collected. The primary data served as the major basis for analyses. The proper variable averages, percentages, and tabulations were applied.

Results and Discussion

The interpretation and analysis of data are covered in this section. Every detail is included, along with explanations in each part and the relevant tables as needed. The goal of the current study was to ascertain whether there was any correlation between a number of variables and academic distinction at the university level. The research findings provide a wealth of data to back up each hypothesis.

There were two variables in the present study .These variables were measured through two different factors i-e Achievement motive and Study habits patterns of student.

The present study is conducted to find out the factors associated with students' distinction at university level. In order to study these factors students who were distinction holders from different departments of university were tested. These factors were studied by the administration of questionnaire composed of different questions about Study habits and Achievement motive questions.

This chapter is about data analysis and interpretation which includes:

- i) Achievement motive
- ii) Study habits

Achievement Motive

The achievement motive questions developed to measure achievement, power and affiliation attitudes. A hand scoring stencil was used to score achievement attitude of respondents. High scores indicate high achievement motivation of the respondents. Most of the responses of the respondents reveal that they have high achievement motivation. Their high scores shows that their distinction at university is surely due to many other factors also but the main one is achievement motive which boost them for getting success in life.

Table (i) Distribution of the respondents who believes in making mistakes than asking others

Responses	Number	Percent
Never	13	43%
Almost sometimes	0	0%
Sometimes	02	7%
Often	0	0%
Always	15	50%

According to the stencil key for this question always is the option which shows high achievement motivation, here 50% of the respondents believes that it is better to ask others than committing mistakes. And 43% are those who think that one should never ask others and must learn by mistakes. While 7% are those who think that sometimes it's better to ask others for problems solutions.

Table (ii) Distribution of the respondents who thinks that big achievements are done by fate not by hard works

Responses	Number	Percent
Never	27	90%
Almost sometimes	2	9%
Sometimes	1	3%
Often	0	0%
Always	0	0%

Table (ii) indicates that 90% respondents are those who reveal that big achievements are not done by fate but due to hardworking. In this question the option never according to key is showing high achievement and it is clear from result of this table that majority of the respondents are in favor that only hard work can do everything. Only 9% are those who think that sometimes fate can do a lot.

Table (iii) Distribution of the respondents who think that people who get everything without hard work are fortunate

Responses	Number	Percent
Never	22	73%
Almost sometimes	0	0%
Sometimes	5	17%
Often	2	7%
Always	1	3%

Table (iii) showed that 73% respondents are not in favor that those people are fortunate who got everything without hard work. Most of the respondents think that it never happens that without hard work one can get everything and become most fortunate individual. Here the option never is showing high achievement of students which means that they believes in hardworking for getting success in life. And 17% are those who are in view that sometimes it happen that person get everything without hardworking.

Table (iv) Distribution of the respondents who think that it's dangerous to ask young people to think

Responses	Number	Percent
Never	23	77%
Almost sometimes	6	20%
Sometimes	1	3%
Often	0	0%
Always	0	0%

Table (iv) indicates the option never is showing high achievement and 77% responses are showing that respondents are not in favor that it's dangerous to ask young people to think. Only 20% are those who think that it happens sometimes or at other times. The results in the above table shows that respondents have feelings that young people are flexible and can manage different tasks of thinking.

Table (v) Distribution of the respondents who thinks that ability has no worth in the world

Responses	Number	Percent
Never	24	80%
Almost sometimes	0	0%
Sometimes	0	0%
Often	5	17%
Always	1	3%

Table (v) shows that 80% of the respondents are revealing their feelings against this statement that ability has no worth in the world. Only 17% are those who believe that it often happens that ability gets no worth in this world. And 3% are those respondents who agree that always it happen that ability use to be waste for people in this world.

Table (vi) Distribution of the respondents who thinks that hard work is the only way to success

Responses	Number	Percent
Never	0	0%
Almost sometimes	2	7%
Sometimes	1	3%
Often	7	23%
Always	20	67%

Table (vi) indicates that 67% responses are in favor of the above statement. And majority of the respondents believe that hard work is the only way to success. While 23% thinks that often hard work is the only way to success. And 3% perceive that sometimes hard work is more than any other thing.

Table (vii) Distribution of the respondents who think that people could do biggest tasks if they wish

Responses	Number	Percent
Never	0	0%
Almost sometimes	0	0%
Sometimes	2	7%
Often	13	43%
Always	15	50%

Table (vii) indicates that almost half of the responses which is about 50% are in favor of the statement that people can do biggest tasks in life if they wish to do. And 43% are also thinking that often people can do whatever they want or wish to do. While 7% are those who think that sometimes it is possible for an individual to do anything according to his wish.

Table (viii) Distribution of the respondents who believes that mostly people are responsible for their failure & success

Responses	Number	Percent
Never	0	0%
Almost sometimes	1	3%
Sometimes	2	7%
Often	5	17%
Always	22	73%

Table (viii) indicates that 73% are those who are supporting the statement that mostly people are responsible for their acts. They think that every individual is responsible for his failures and successes. And 17% are also supporting by favoring the option often, it means they also believes that people are responsible for their acts. Here only 7% respondents are showing that sometimes it happens according to the specific situation.

Table (ix) Distribution of the respondents who think that struggle & hard work is real purpose of life

Responses	Number	Percent
Never	0	0%
Almost sometimes	0	0%
Sometimes	0	0%
Often	10	33%
Always	20	67 %

Table (ix) shows that 67% respondents think that it's true that hard work and struggle is real purpose of life. It reveals that they believes in hard working and struggle for getting success in one's life. And other 33% feels that often hard work is the real purpose of life and mostly people agree that without hard work one can't get his/her goals.

Table (x) Distribution of the respondents who think that everything depends on fate of Human

Responses	Number	Percent
Never	18	60%
Almost sometimes	1	3.33%
Sometimes	10	33.33%
Often	0	0%
Always	1	3.33 %

Table (x) indicates that 60% respondents think that fate is not everything and individuals own efforts are more important. And 33.33% are those respondents who believe that sometimes fate can do big miracles for a man. While 3.33% are those who are in view that always fate plays important role is one's life and they think that fate is everything for a man.

Results of above tables are revealing that majority of the students are in favor of those statements which are according to the scoring key are showing high achievement motive. It can be concluded that respondents who are distinction holders have high achievement motivation and this is the reason that they got success in their academic career.

Biehler and Snowman (1993) state that motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Both definitions imply that motivation comes from within a person; therefore, schools' responsibility is to create the conditions that will enhance students' motivation to pursue academic goals actively over a long period of time.

Results of the present study are in line with the available research evidence and clearly support our hypothesis that high scorers will show high achievement motive as compared to other students. Results of the present study are in line with the available research evidences therefore the first hypothesis was not proved.

Study Habits

In the present study it has been found that numbers of factors are associated with students' distinction at university level, out of which the effectiveness of study habits occupies a pivotal place. The researcher found that students adopt different study habits in university education.

Table (i) Distribution of the respondents who study everyday

Responses	Number	Percent
Always	5	17%
Often	24	80%
Sometimes	1	3%
Never	0	0%
Total	30	100%

Table (i) indicates that those respondents who study everyday during year or semester are 80%.These students often study on daily basis. There are 17% of respondents who use to study daily after the end of day. And only 3% respondents think that they do daily study sometimes only depending on the situation.

Table (ii) Distribution of the respondents who start work immediately after class

Responses	Number	Percent
Always	1	3%
Often	0	0%
Sometimes	10	33.3%
Never	19	63.4%
Total	30	100%

Table (ii) reveals that 63.4% respondents are those who often start their homework immediately after the class. These students are those who have this habit to study just after finishing their classes. Other 33.3% responses reveal that respondents start their home work immediately after the class but only some times. And 3% have never study after the class.

Table (iii) Distribution of the respondents who have specific time to study books

Responses	Number	Percent
Always	5	17%
Often	22	73%
Sometimes	2	7%
Never	1	3%
Total	30	100%

Table (iii) shows that 73% respondents have often time to study and read their books. And 17% students always have time to read their books and study materials in specific timings. Other 7% have sometimes study books. While 3% respondents are those who have never time to read books.

Table (iv) Distribution of the respondents who have specific place to study

Responses	Number	Percent
Always	20	67%
Often	10	33%
Sometimes	0	0%
Never	0	0%
Total	30	100%

Table (iv) indicates that most of the respondents (67%) have given this view point that they have specific place to study with few distractions. This means that have habit of studying in a quiet place such as room, library etc. Other respondents which are about 33% are those who often have specific place to study with minor distractions.

Table (v) Distribution of the respondents who study eight to ten hours a week

Responses	Number	Percent
Always	2	7%
Often	27	90%
Sometimes	1	3%
Never	0	0%
Total	30	100%

Table (v) shows that about 90% of the respondents have often study eight to ten hours a week. The responses show that these students have more often this habit to study weekly for eight to ten hours. But only 7% respondents are those who always study for eight to ten hours weekly. And 3% are those who have view that they study sometimes only for such long hours.

Table (vi) Distribution of the respondents who read books before they come to class

Responses	Number	Percent
Always	23	77%
Often	06	20%
Sometimes	1	3%
Never	0	0%
Total	30	100%

Table (vi) reveals that 77% respondents have always read their books before they go to class to attend lecture. These students have shown this study habit to read book or lesson before attending the lecture. And 20% other have also habit of reading book more often before going to class. Only 3% respondents reveal that they read books only sometimes.

Table (vii) Distribution of the respondents who take notes in class

Responses	Number	Percent
Always	28	93%
Often	2	7%
Sometimes	0	0%
Never	0	0%
Total	30	100%

Table (vii) indicates that majority of the distinction holder students take notes in class which are about 93%. These respondents reveals that they always take notes during lecture. And 7% often take notes in class. The other reasons were not considered important by the respondents. In this table it is clearly indicated that most of the students who score high grades take notes in class.

Table (viii) Distribution of the respondents who ask questions when they feel confusion

Responses	Number	Percent
Always	2	7%
Often	22	73%
Sometimes	5	17%
Never	1	3%
Total	30	100%

Table (viii) shows that majority students which are about 73% ask questions when they feel confusions in lecture. The responses shows that they have usually this habit of asking questions if feel confusion. Other 17% students ask questions sometimes in specific conditions. And 3% are those who have never asked questions in class. But there are group of students who always ask questions in class when they feel confusions, they are about 7%.

Table (ix) Distribution of the respondents who go to teacher for solving confusion

Responses	Number	Percent
Always	2	7%
Often	13	43%
Sometimes	15	50%
Never	0	0%
Total	30	100%

Table (ix) shows that only 7% are those respondents who feel to go to teacher for solving their confusions. These students consult teacher or instructor for their problems. And 43% are those who often go to teacher for discussions regarding their confusions in lecture. There is another group of students which is about 50% of total students who feel that it's not important to go always to teacher, they go to teacher for discussions only in some conditions.

Table (x) Distribution of the respondents who have study partners in class

Responses	Number	Percent
Always	2	7%
Often	0	0%
Sometimes	6	20%
Never	22	73%
Total	30	100%

Table (x) shows that only 7% respondents always have study partners in class. Majority of the students who are about 73% are of this view that they never have study partners in class. It shows that they may like independent study as compared to group study. While

20% are those respondents who reveal that they sometimes have study partners in class but in other times they don't have partners in class for study.

Results of study habits items shows that there exists a significant and positive relationship between the academic distinction and proper study schedule drawn up by the students. Above mentioned studies provides evidences of good study habits for high scores and it proves this hypothesis also that effective study habits leads to academic distinction. Results also indicate that there is strong relationship between high scores and habits of note taking.

Hypotheses Testing

H01: There is no significant association between achievement motive and students' distinction at university level.

Variable	Chi-Square	P-value
Association between Achievement Motive and Students' Distinction at university level.	20.44	0.000

The Chi-square value is 20.44, and the p-value is 0.000. The very low p-value indicates that the association is statistically significant. Therefore, we reject the null hypothesis and conclude that there is a substantial association between achievement motive and students' distinction, suggesting that students' achievement motives are related to their likelihood of achieving distinction at the university level.

H02: There is no significant effect of achievement motive on students' distinction at university level.

R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
.841 ^a	.707	.701	.40565	116.084	.000 ^b

The results show a strong correlation ($r = 0.841$) and an r square of 0.707, indicating that 70.7% of the variance in students' distinction can be explained by their achievement motive. The adjusted r square of 0.701, which adjusts for the number of predictors, supports this finding. With a standard error of the estimate of 0.40565, the model's predictions are relatively precise. The f-statistic of 116.084 and a significance value of 0.000 confirm that the effect of achievement motive on students' distinction is statistically significant, leading us to reject the null hypothesis and conclude that achievement motive significantly influences students' likelihood of achieving distinction.

H03: There is no significant effect of study habits pattern on students' distinction at University level

R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
.560 ^a	.314	.299	.46676	21.938	.000 ^b

The results show a moderate correlation ($R = 0.560$) and an R Square of 0.314, meaning that 31.4% of the variance in students' distinction can be explained by their study habits pattern. The adjusted R Square of 0.299, which accounts for the number of predictors, supports this explanation. The standard error of the estimate is 0.46676, reflecting the average deviation of predicted values from actual values. The F-statistic of 21.938 and a

significance value of 0.000 indicate that the effect of study habits pattern on students' distinction is statistically significant, leading us to reject the null hypothesis and conclude that study habits pattern has a meaningful impact on students' likelihood of achieving distinction.

H04: There is no significant relationship between Study habits, achievement motive and students' distinction at university level

	Correlation	Achievement Motive	Students' Distinction	Study Habits
Achievement Motive	Pearson Correlation	1	.841**	.630**
	Sig. (2-tailed)		.000	.000
	N	50	50	50
Students' Distinction	Pearson Correlation	.841**	1	.560**
	Sig. (2-tailed)	.000		.000
	N	50	50	50
Study Habits	Pearson Correlation	.630**	.560**	1
	Sig. (2-tailed)	.000	.000	
	N	50	50	50

Achievement Motive and Students' Distinction: The Pearson correlation coefficient is 0.841, with a p-value of 0.000, indicating a strong and statistically significant positive relationship. This suggests that higher achievement motive is associated with higher likelihood of distinction.

Achievement Motive and Study Habits: The Pearson correlation coefficient is 0.630, with a p-value of 0.000, showing a moderate to strong and statistically significant positive relationship. This implies that students with higher achievement motives tend to have better study habits.

Study Habits and Students' Distinction: The Pearson correlation coefficient is 0.560, with a p-value of 0.000, indicating a moderate positive and statistically significant relationship. This suggests that better study habits are associated with a higher likelihood of distinction.

According to sundari et al. (2020), there is a strong link between students' drive for achievement and their study habits. In another study bhandarkar's (2020) study also found a favourable and significant association between study habits and motivation for academic accomplishment. Above mentioned studies provides evidences of good study habits for high scores and it proves this hypothesis also that their relationship between study habits and achievement motive in students success at university level.

The results shows that study habits of the students could play important role in learning process reflected in the academic achievements of the students.

Findings, Conclusions and Recommendations

Findings

Achievement Motivation

- i. Students' beliefs in their capabilities for performing well can motivate them to act in ways that enhance excellent academic performance.
- ii. Data showed that the students who have positive goals in their lives with high academic aspirations are more likely to perform well and extraordinary in their educational life.
- iii. It has also found that students who do not feel shy but are confident about the abilities are those who like to take the lead in their group activities.
- iv. Students' academic self-concept influences to a great extent their successive academic achievement.
- v. Students who are highly motivated and make use of learning strategies are most likely to achieve.

Study Habits

- i. It has been found that students at university level adopts different study habits which results in better achievements or in some cases worse results.
- ii. It has been found that there is significant difference between high scorers and others in note taking styles. Almost all students take notes during lecture but distinction holders take notes as an essence of lecture.
- iii. The data showed also that the high scorers have repeated better study habits than others. Skill of having a good study habit is such a promising quality, that, at some point it acts as a shield against other unfortunate psychological variables and thus protects the student from performing below his actual ability.

Conclusion

After the interpretation of the collected data the many significant conclusions were drawn. The results and statistical analysis reveal that scores of achievement motivation and study habits do correspond generally with the academic distinction at university level. The purpose of the present study was to find out the relationship of achievement motive and study habits with that of academic distinction of university students. It has been concluded that there is a strong positive relationship between these factors and distinction among university students. Results of the present study demonstrated that students with better study habits have high on achievement motivation which may be attributed to their excellent academic performance at university level.

It is evident from the study that successful students always exhibit a higher level of academic achievement motivation. In times of need it acts as a pushing force from inside to get along with the pressures and pleasures of academics. It is indicated that the achievement motive is highly significant and showed that academic success is mainly depends upon this factor in a great deal.

The study habit was one variable that contributes a lot in determining ones success. Another conclusion about study habits showed that high scorers have shown significantly better time divisions for study. High scorers have a better study habits than other students. It has been also concluded that students may fail to maintain higher level of achievements due to a particular study habit. It is therefore desirable that the students

should be motivated toward such habits of study by which they may score good grades with better understanding of the subject matter.

4.4 Recommendations

Keeping in view the results of the present study the researcher suggests few recommendations which can be studied in the future researches.

- i. In this study gender differences were not explored. A growing number of studies have indicated that academic success is a concern for men as well as for women. Examination of gender differences might provide useful information to investigate the present issue from a broad perspective.
- ii. Another recommendation is that sample of students come from university only, there is possibility to select the sample from colleges and schools also.
- iii. Teachers must also play their role for the inculcation of success in students. Teachers may help students to adopt better study habits for success in exams.
- iv. Skill of having a good study habit is very important for students. Even educated parents have not recognized the importance of establishing a proper study habit. Hence there is a need to inculcate a systematic and proper study habit in every student.
- v. Skill development programs may be organized for students, where factors like budgeting time, note taking style, examination writing skills, memory enhancement techniques, need for maintains a good physical condition and need for learning motivation enhancement may be thoroughly discussed.
- vi. It has been emphasized that inculcation of intense motivational level would propel, one to strive hard for a higher level of academic achievement.

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