

Describe an Achievement Motivation Theory

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ABSTRACT:

The Achievement Motivation Theory, a key idea in organizational behavior and psychology, aims to understand the psychological forces that motivate people to pursue success, set high standards for themselves, and strive for greatness. This theory examines the dynamic interaction between internal and extrinsic motivators that drive people to succeed in a variety of spheres of life. It is based on the idea that human behavior is affected by a desire to display competence and mastery. An introduction of the Achievement Motivation Theory, its essential elements, and its consequences for individual growth, academic settings, and workplace environments are provided in this abstract. The theory contends that people have an inbuilt desire to achieve worthwhile objectives, and it aims to comprehend the underlying cognitive mechanisms, character qualities, and contextual variables that influence this motivation. The research goes into the two main motivational factors the urge for success and the fear of failure that have been discovered by eminent psychologists. The drive to succeed via a combination of effort, perseverance, and skill improvement is referred to as the urge for accomplishment. On the other hand, the anxiety and avoidance behaviors connected to prospective failures and unfavorable results are represented by the fear of failure. The study looks at how accomplishment motivation affects decision-making, performance, and goal-setting in a variety of situations, including academic endeavors, professional growth, and sports. Additionally, it looks at how achievement-oriented people react to difficulties, criticism, and rivalry as well as how their attitude affects their fortitude and tenacity in the face of difficulties.

KEYWORDS:

Achievement, Accomplishment, Motivation, Theory, Success.

I. INTRODUCTION

Scholars and psychologists have been fascinated by the human desire for achievement and greatness for ages. Why do some people consistently work towards their objectives, persevere in the face of difficulties, and succeed in a variety of endeavors while others may be hesitant to take on challenging tasks or fear failure? By investigating the fundamental psychological variables that motivate people to pursue success and mastery in their lives, the Achievement Motivation Theory aims to solve these puzzles. The idea of accomplishment motivation is based on the idea that people have a natural drive to succeed, succeed at important objectives, and exhibit their abilities. It is a complex construct that affects human behavior in a variety of contexts, such as education, job advancement, sports, and personal development[1], [2].

This theory explores the intricate interaction between internal and external factors that drive individuals to strive for greatness. Intrinsic motivation is the internal drive that arises when people accomplish their objectives because it gives them a sense of happiness and fulfilment. Extrinsic motivators, on the other hand, are benefits or recognition received from outside sources, such as praise, honours, or promotions, which might affect a person's desire to achieve. The urge for accomplishment and the fear of failure are the two main motivational factors at the centre of the achievement motivation theory. People are driven to create difficult objectives, put up the work necessary to accomplish them, and persevere in their efforts. In contrast, the fear of failing causes anxiety and a tendency to avoid difficulties as people may do so in order to preserve their self-esteem and prevent possible losses. The development of this idea has been aided by eminent psychologists and scholars throughout time, who have given insight on the

cognitive mechanisms, character qualities, and contextual influences that affect accomplishment motivation. Understanding these elements is crucial for offering insightful information about how people approach goal-setting, judgement, and performance in many life areas[3], [4].

The effects of the Achievement Motivation Theory also have an influence on organisational and educational environments, in addition to individual behaviour. This understanding may be used by educators to create engaging learning environments that encourage students' intrinsic drive and development mentality. This idea may be used in the workplace to foster a high-performance culture that motivates workers to accept challenges, learn from mistakes, and constantly advance their abilities. We learn more about human ambition, tenacity, and the quest of greatness as we dig further into the complexity of the Achievement Motivation Theory. We can enable people to realise their full potential, organisations to prosper, and society to advance by figuring out the processes that motivate people to strive for greatness and accomplishment. By examining the many aspects of accomplishment motivation, this research hopes to provide insight on the forces that drive people towards success and personal fulfilment. Let's begin our examination of the intriguing area of accomplishment motivation theory.

II. DISCUSSION

The accomplishment motivation, as it was first defined by David McClelland, alludes to a persistent want to succeed. This accomplishment motivation idea is crucial to management theory because it helps forecast management success. Such drive is particularly evident in managers who are pursuing personal success. Like David In contrast to managers who have low success motivation, McClelland claimed that managers who have high achievement motivation are more self-assured, prefer taking calculated chances, and actively pursue tasks that entail starting structure. The first point of emphasis in this piece is on how accomplishment motivation might forecast managerial success. The effectiveness of achievement motivation for managers may be investigated from an individual standpoint. It will be shown that accomplishment motivation may be assessed using the Thematic Apperception Test (TAT). The argument that follows claims that it can also be studied from a cultural viewpoint and that, in our increasingly globalized society, understanding how achievement motivation differs between cultures will be crucial. The emphasis of this entry's last section will be on acquired motivations and how they must be considered while developing managers' global selection and evaluation practices[5], [6].

Fundamentals

Henry Murray's needs theory served as the foundation for McClelland's idea of acquired motivations, which is where achievement motivation originated. The core of McClelland's theory is a collection of precisely defined motivations and how they connect to actions taken in the workplace. The accomplishment motivation, the affiliation motive, and the power motive are the three fundamental motives identified by the acquired motives theory. Achievement motivation (nAch) results from the desire to improve performance, find solutions to issues, or master challenging activities. The urge to create and preserve warm and pleasant connections with others is the source of the need for affiliation (nAff). The urge to rule over and mould other people's behaviour gives rise to the demand for power (nPower). Managers with a strong demand for power aim to influence others, while managers with a high drive for accomplishment are more concerned with their own performance. The accomplishment motivation, one of the three reasons outlined in this theory, is the primary emphasis of this section[7], [8].

Success in management may be predicted by achievement motivation. David McClelland and Richard Boyatzis discovered in a longitudinal research that performance at higher levels of nontechnical management was related to the desire to succeed.

A poll of more than 200 managers from the American Telephone and Telegraph Company collected data on a variety of factors, including accomplishment. After analysing the data, researchers compared them to the degrees of promotion reached after 8 and 16 years. Indeed, success was linked to achievement motivation. The outcomes, meanwhile, were not quite clear-cut. The capacity to influence

others was revealed to be less essential than achievement motivation for predicting management success only at lower managerial levels. This may be explained by the fact that success at lower management levels depends more on individual contributions than it does at higher managerial levels. In contrast, upward mobility at the top management levels depends more on a person's capacity to lead others than it does on their will to succeed[9], [10].

It was emphasised while establishing his theory of human motivation that motivations may be learnt and acquired. Consequently, David McClelland talks about a language of success. Therefore, it is crucial that managers learn to conceive of and view themselves as individuals with a high potential for accomplishment as part of training programmes for management effectiveness. In other words, managers must learn to express their professional experiences via the language of accomplishment. Additionally, managers may improve their own effectiveness by learning to differentiate between accomplishment objectives and other motivations. Motivation for achievement extends beyond the individual level. There has been an increase in interest in whether cultural differences affect (achievement) management motivation during the last three decades. Studies must evaluate the cultural embeddedness (at the societal or national level) and aggregate level personality variations behind acquired reasons for such a concern, in addition to individual level examinations of motives.

Studies of this kind are crucial because it is necessary to understand how and under what conditions motivations arise across cultures, how they are fostered within teams and organisations, and how they become prominent in a world that is becoming more and more interconnected. Additionally, the ability of workers to adapt to different cultures in a global setting may rely on how well their personal achievement goals mesh with the personalities and cultural backgrounds of the various nations. Cross-cultural studies of this kind are becoming more and more crucial as a global workplace becomes the norm, and study may help us better understand how learned motivations arise in various cultures. David McClelland argued that certain communities put a significantly more premium on accomplishment than others in his 1961 book *The Achieving Society*, which expanded the concept of achievement motivation beyond the individual to the social level. Additionally, he claimed that high achievement motivation cultures have greater levels of entrepreneurship and economic progress. Even while Geert Hofstede's model of cross-cultural work values has an intuitive appeal, he did not conceptualise or test a comparable cultural component. But more recently, the GLOBE study a research effort on the effectiveness of organisational behaviour and leadership did actually incorporate a measure of accomplishment motivation called performance orientation.

The degree to which national cultures support and celebrate individuals for exceptional achievement and brilliance is the definition of this dimension. Societies with high performance orientation scores compared to those with low scores emphasise results more than people, reward performance, value assertiveness, competition, and materialism, anticipate challenging goals, recognise individual achievement, and have appraisal systems that place a focus on results. The GLOBE study researchers investigated the degree to which these constructs are related using the societal level measure of achievement motivation and the GLOBE Performance Orientation Society Practises and Society Values scales in light of this conceptualization and its roots in the idea of the achievement motive. Instead of examining motivation for accomplishment just at the societal level, Hetty van Emmerik and colleagues used a cross-level model to examine the connection between society performance orientation and personal drive for achievement.

Particularly, it was proposed that performance orientation and individual level accomplishment motivations are mutually reliant. That is, a society's degree of success motivation is related to how much value it places on performance accomplishments over time. The emphasis that a society puts on performance is suggested to affect the accomplishment requirements of its members since McClelland's theory focuses on motivations that are learned via learning. Evidence was found that managers from cultures that put a strong focus on performance had relatively high accomplishment motivations, which is in line with predictions. Management researchers are urged to widen this line of inquiry and take into consideration other factors that can explain the development and effect of achievement motivation in various cultural contexts. The Picture Story Exercise (PSE) or Thematic Apperception Test (TAT) have

both been used in McClelland's research on evaluating motivations. The TAT is a projective tool used to evaluate people's latent motivations. David McClelland created the PSE, a more advanced version of the TAT, to evaluate individual variations in human motivation.

Respondents are instructed to see photos while taking the TAT and then write narratives about what they observe. As an example, in one occasion David McClelland presented CEOs with a picture of a guy sitting down and perusing family portraits organised on his desk. Respondents are typically shown six or more typical TAT cards. These TAT cards may show a variety of scenes, such as "a woman in a lab," "a ship captain," "a couple by a river," "trapeze artists," and "nightclub scene." A series of questions accompany the TAT visuals (also known as cards), and they direct the response in crafting a brief tale. Following that, the tales are coded, and implicit motivations are evaluated. Although the TAT has drawn criticism and takes a long time to administer and score, it has been successfully argued that when the TAT is done correctly, the results have sufficient test-retest reliability.

According to the TAT procedure, all TAT tales must be evaluated for accomplishment, affiliation, and power motive images by specially qualified scorers using materials that have been precoded by specialists. The TAT technique is the method used to analyse the motivations disclosed by the respondents' tales. Following scoring, the scores for each of the three reasons for the six images may be added together and utilised for individual managerial evaluation. The TAT has been defended by its proponents as a useful indicator of achievement motivation. The TAT and PSE have been extensively utilised in several cross-cultural studies and are useful tools for understanding and predicting human behaviour. Opponents of the TAT have asserted that the TAT is an invalid metric, nevertheless. William Spangler performed two meta-analyses on 105 chosen empirical research papers to resolve this debate. He discovered that there were generally favourable connections between TAT assessments of need for accomplishment and a range of outcomes. Additionally, these relationships were stronger than survey-based designs and sufficiently strong for mobility-related outcomes like job success.

Importance

Studies of motivation in management and leadership have made substantial use of McClelland's theory. Numerous studies that examine the significance of motivations have been undertaken in management, entrepreneurial, and leadership situations. The acquired motivations hypothesis has also been used in a number of cross-cultural studies. Extensive empirical data has shown that accomplishment motivation is positively associated to management and employee work performance, organisational commitment, extracurricular behaviour, and job participation, which is consistent with the concepts of the acquired needs theory. These empirical results support the idea that accomplishment motivation is a desire to succeed and may result in increased levels of individual work participation, dedication, entrepreneurship, and intra- and extra-role performance. It is crucial to emphasise that acquired motivations are predicated on the idea that motives are acquired. They are thus proposed to vary in strength amongst people as a result of socialisation and as being entrenched in a particular culture. Values and norms are shaped by culture, and they are passed down from generation to generation via social learning processes including modelling and observation. The reasons are susceptible to (leadership) training when they are conceptualised as learnt.

Today, cross-border mergers, partnerships, and relocation choices are regular experiences for many workers, which presents difficulties for knowledge transfer and staff integration. What has not altered, however, is that individuals continue to be drawn to work surroundings that complement their personality traits and that align with their individual pattern of learned motivations. National culture does important, and depending on the situation, this may be the case in certain cases more so than others. More knowledge on the how, when, and why of motivation may be achieved by taking into account the interaction between learned motivations like achievement motivation and national culture. why intentions differ depending on the culture. Acquired reasons, like the accomplishment incentive, are significant and should be considered while developing the management practises for global manager selection and evaluation. Acquired incentives may be a helpful component of people

selection in a global environment, according to a new research by Hetty van Emmerik and colleagues. The design of global selection and evaluation practises should thus take achievement motivation and other incentives into account. The examination of motivations may be especially helpful in analysing responses to various circumstances given the links between learned motives and a range of behavioural and social consequences, giving a tool for organisations to detect possible areas of conflict or concern. More research on the unknown connections between universal motivations, such as accomplishment motivation, and linkages with performance in the workplace is still required, nonetheless.

III. CONCLUSION

The complex motivations that underlie human ambition, perseverance, and the pursuit of greatness are profoundly understood by the Achievement Motivation Theory. We have examined the major ideas of this theory throughout this investigation, including internal and extrinsic motivators, the desire for accomplishment, and the fear of failure. We have learned a lot about how people approach success and failure as well as how they establish goals and handle problems by researching these characteristics. The acknowledgement of the innate human drive for competence and mastery is one of the cornerstones of the achievement motivation theory. An individual's desire to succeed in many areas of life is influenced by the dynamic interaction between this inherent motivation and external incentives and recognition. Understanding these motivating factors can help us create conditions that inspire people to take on challenges, persevere in the face of difficulty, and always strive for progress.

Furthermore, the importance of establishing goals and having a growth-oriented mentality has been highlighted by our investigation on accomplishment motivation. Setting difficult but important objectives gives one direction and a feeling of purpose, and adopting a growth mindset helps one to be resilient and ready to learn from failures, turning them into chances for progress. The effects of the Achievement Motivation Theory affect organisational and educational environments in addition to individual behaviour. Teachers are essential in fostering students' intrinsic drive, encouraging a love of learning, and developing their feeling of independence and mastery. Leaders may foster a positive work atmosphere that encourages people to take initiative, be creative, and put out their best efforts in order to achieve success as a team.

As we draw to a close, it is abundantly clear that understanding and using accomplishment motivation may have revolutionary effects. Individuals may realise their full potential and start on a road of self-fulfillment and personal development by accepting the tenets of this idea. Armed with this information, educational institutions and organisations may develop empowering settings that support excellence, resilience, and a culture of continual development. It is crucial to understand that accomplishment motivation is a complicated and diverse construct that is impacted by a variety of personal and environmental variables. Therefore, to maximise the use of this theory in many contexts, more study and comprehension of these difficulties are required. The insights acquired from the Achievement Motivation Theory pave the path for a more driven, aspirational, and prosperous society as we look to the future. By using the power of achievement motivation, people may overcome obstacles, organisations can succeed, and communities can advance towards a better future characterised by meaning, success, and personal fulfilment. Let's keep learning about and embracing the subtleties of success motivation since it holds the key to releasing each of our potential and kindling a desire for excellence in all spheres of life.

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