

# The difference in achievement motivation based on planning, participation, diligence, responsibility, and endurance among Asia Pacific University students

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## Abstract

This study aimed to examine achievement motivation levels based on planning, participation, diligence, responsibility, and endurance among students at Asia-Pacific International University and to compare differences across personal factors. The sample included 284 students, and data were collected using questionnaires. Statistical analyses, including descriptive statistics, T-tests, and one-way ANOVA with Scheffe's post hoc test, were applied. Results indicated that most respondents were aged 19–21, had GPAs between 2.51 and 3.00, and were first-year students in the Faculty of Arts and Humanities. Achievement motivation levels across all aspects were rated high (mean = 3.42–4.03). Significant differences were observed in responsibility based on gender, age, and GPA. Year of study influenced planning, diligence, responsibility, and endurance, while nationality affected planning and participation. Faculty differences were statistically significant across all aspects ( $p < 0.05$ ). Notably, the Mission Faculty of Nursing demonstrated the highest motivation levels, underscoring the need for targeted interventions and faculty development programs to support lower-performing groups.

**KEYWORDS:** Achievement motivation, Planning, Participation, Responsibility, Personal factor

## Introduction

Teaching and learning at the higher education level focuses on students' continuous self-development. Stimulating students' enthusiasm for continuous and constant learning is an important responsibility of the instructors so that they can take responsibility for self-learning, and self-reliance and become potential citizens of the country. Students must adjust their

learning behaviors to suit the teaching and learning system as well as have the ability to manage their time in higher education institutions. Reports have found that students often struggle with problems during their studies, such as time management, school life, academic difficulties, participation in activities, peer relationships, and so on. These problems will have an impact on students' academic performance, which may result in

lower grades than targeted (Alyami et al., 2021; Jiang et al., 2022). A key motivation for students to be able to adapt themselves and their behaviors to achieve academic success that has been recognized in literature is achievement motivation. It is the desire to accomplish something well by striving to meet a set standard of excellence, or by striving to compete with oneself and overcome obstacles. Motivating academic achievement is one way to encourage students to achieve higher academic achievement. Characteristics of students who are motivated to achievement are usually caused by intrinsic motives which are their needs, attitudes, ambitions, interests, and achievement motives, etc., and are also caused by extrinsic motives which are expectations and hopes of their parents or family, the learning atmosphere and the reputation of the institution studied (Oclaret, 2021; Davidovitch & Dorot, 2023). Achievement-motivated individuals are characterized by having a high sense of self-responsibility and effort to accomplish tasks, taking challenges and risks, choosing to do difficult things appropriate to their own strength, being energetic and diligent in doing new things, preferring to work in the midst of problems rather than running away from them, running to opportunities, having long-term plans as well as having the skills to organize work and follow up on their own performance, trying to make their own work better when knowing their level of work without looking for returns or rewards (Sudhimolibodhi, 2020)

The 6 most important areas of motivation for academic achievement are ambition, enthusiasm, risk-taking, self-responsibility, planning, and uniqueness (Zhou et al., 2022; Shengyao et al., 2024) in which these achievement motivations arise from the drive within a person, intrinsic motives, to accomplish something according to a set goal or standard. Achievement

Motivation is an important student motivation that is related to student effort. It is the extrinsically and intrinsically driven motivation of students to make a determined effort to achieve academic success. The students must achieve something by using determination, knowledge, experience, and expertise in order to overcome difficulties and achieve academic success leading to success in work and personal life. Achievement-motivated students have self-improvement goals, hard-working spirits, team-working spirits, and strong minds not to give up on problems and difficulties resulting in students expressing themselves, their thoughts, and feelings of desire for high academic performance and the desire to achieve success. In addition, achievement motivation is a force that encourages students to be ambitious, to try, and to persevere. Highly motivated students tend to persevere, work hard, plan, set high learning expectations, and try to overcome obstacles to achieve their academic goals (Shengyao et al., 2024). According to past research studies, achievement motivation affects student performance. The expectations of the students, the instructors, and parents affect student achievement motivation (Brillante et al., 2024; Siems-Muntomi et al., 2024). Therefore, motivation for academic achievement affects student achievement and parents' expectations towards students. The research gaps highlight a lack of focus on the specific sub-components of achievement motivation—planning, participation, diligence, responsibility, and endurance—within a multicultural university setting, particularly in higher educational institutions (Guo et al., 2024). Previous studies generalize the role of intrinsic and extrinsic motivators, without addressing how unique institutional factors like teaching methods, peer dynamics, and extracurricular activities influence motivation (Peng & Fu, 2021). Additionally,

there is limited exploration of how challenges such as time management and social integration interact with motivation to affect academic performance (Karimi & Sotoodeh, 2020). Finally, the practical application of achievement motivation insights in curriculum design and support services for diverse student populations remains under-researched (Lo, 2024).

Based on literature reviews and related research, as well as the current phenomenon that occurs, the researcher is interested in studying the level of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students and comparing the achievement motivation in planning, participation, diligence, responsibility, and endurance classified by personal factors to see whether there is a difference as the students of Asia-Pacific International University consist of students from different backgrounds and come from 36 different countries from all over the world. The results of this research will be used as basic information for instructors, administrators, and related personnel to use for teaching and learning management and to promote achievement motivation for students to become people who are eager to learn, constantly develop themselves, and are enthusiastic and determined to achieve their goals.

### **Objectives of the Research**

1. To study the level of opinions on achievement motivation based on planning, participation, diligence, responsibility, and endurance among Asia-Pacific International University students.
2. To compare the differences in achievement motivation based on planning, participation, diligence, responsibility and endurance of

Asia-Pacific International University students classified by personal factors.

### **Literature Review**

#### **1. Planning**

Planning refers to the ability of students to set clear academic and personal goals, organize their activities effectively, and allocate time and resources to achieve their objectives (Valente et al., 2024). It includes: (1) Setting Objectives: Identifying long-term and short-term goals that align with academic success. (2) Prioritization: Deciding which tasks to focus on and in what order. (3) Time Management: Creating schedules and adhering to deadlines for assignments and exams, and (4) Strategic Thinking: Developing methods to tackle academic challenges, such as preparing for exams or managing multiple projects (Alvarez Sainz et al., 2019; Alyami et al., 2021; Valente et al., 2024). Therefore, planning ensures students approach their education with structure, which reduces stress and increases their likelihood of academic success.

#### **2. Participation**

Participation involves actively engaging in academic and extracurricular activities. It signifies a student's willingness to contribute, collaborate, and learn in diverse settings (Kakungulu, 2024). Key aspects include: (1) Class Engagement: Regularly attending classes, asking questions, and contributing to discussions. (2) Teamwork: Collaborating with peers on group projects, study groups, or extracurricular initiatives. (3) Involvement in Activities: Taking part in clubs, sports, or events that promote holistic development, and (4) Proactiveness: Voluntarily seeking learning opportunities beyond what is required, such as internships or workshops (Peng, 2023; Javed & Srivastava, 2024). Then, participation fosters a sense of

belonging and helps students develop interpersonal and leadership skills.

### 3. Diligence

Diligence is the persistence and dedication students exhibit in completing their tasks despite obstacles. This dimension highlights their work ethic and resilience (DiNapoli, 2023). Key attributes include: (1) Perseverance: Continuously working towards goals, even in the face of setbacks or challenges. (2) Attention to Detail: Completing tasks with precision and thoroughness. (3) Consistency: Maintaining a steady effort over time rather than engaging in last-minute rushes, and (4) Intrinsic Drive: Deriving satisfaction from the process of learning and achieving (Alsultan et al., 2024). Therefore, diligence ensures that students put in the necessary effort to excel academically and personally.

### 4. Responsibility

Responsibility reflects the accountability students take for their actions, learning, and growth. This dimension emphasizes their sense of ownership over their education (Ordoña & Asgedom, 2022; Zheng, 2022). Components include: (1) Self-Management: Taking charge of their learning without relying excessively on instructors or peers. (2) Accountability: Owning up to mistakes and learning from them rather than deflecting blame. (3) Reliability: Fulfilling commitments, such as submitting assignments on time and participating in group tasks, and (4) Ethical Behavior: Acting with integrity in academic work, such as avoiding plagiarism or dishonesty (Stan, 2021; Stewart et al., 2023). Thereby, responsibility builds trust and cultivates discipline, enabling students to navigate their academic journeys effectively.

### 5. Endurance

Endurance pertains to a student's ability to sustain effort and enthusiasm over long periods, especially when faced with

difficulties (Han, 2021; Eryilmaz & Basal, 2024). It reflects their mental strength and perseverance. Characteristics include: (1) Emotional Resilience: Managing stress, anxiety, and pressure in a healthy manner. (2) Adaptability: Adjusting strategies or plans when faced with unexpected challenges. (3) Focus on Long-Term Goals: Staying motivated by keeping the bigger picture in mind, even during tedious or repetitive tasks, and (4) Consistency Under Pressure: Performing well in high-stakes situations, such as exams or competitions (Han et al., 2023; Hussain et al., 2023; Kovács & Szakál, 2024). Accordingly, endurance ensures that students remain committed to their goals and continue striving for success despite adversity.

These five dimensions collectively form a comprehensive framework for understanding achievement motivation. They encompass both cognitive and behavioral aspects that drive students to excel in academic and personal endeavors. By focusing on these areas, institutions can foster a well-rounded, motivated, and successful student body.

## Research Methodology

### 1. Population

The population used in this study were students from Asia-Pacific International University, Muak Lek District, Saraburi Province who are studying in the academic year 2022, totaling 982 students (Office of Admissions and Records, 2023).

### 2. Sample group

From a total population of 982 students, the researcher used the Yamane sample size determination method at a confidence level of 0.95 and an endurance level of 0.05. The sample size to be used for this study is 284 students. The researcher uses a simple random sampling method which consists of the students from Faculty of Arts

and Humanities, Mission Faculty of Nursing, Faculty of Business Administration, Faculty of Theology, Faculty of Education, Faculty of Science, and Faculty of Information Technology of Asia-Pacific International University. The response rate of this research was 100%, as the researcher successfully collected all the data specified in the sample size.

### **3. Research variables**

This research was to study the differences between achievement motivation in planning, participation, diligence, responsibility, and endurance by personal factors among Asia-Pacific International University students. Therefore, the variables used in the research are:

1. Independent variables were personal factors of Asia-Pacific International University students which are gender, age, cumulative grade point average, year of study, nationality, and faculty of study.

2. The dependent variable is achievement motivation consisting of 5 aspects: planning, participation, diligence, responsibility, and endurance.

### **4. Tools used in research**

The tool used in this research was a questionnaire created by the researcher from relevant documents and research results. The closed-ended questionnaire was divided into two sections as follows:

**Part 1:** Personal factors are comprised of 6 items which are gender, age, cumulative grade point average, year of study, nationality, and faculty studying. The nature of the question is a multiple-choice answer (Checklist).

**Part 2** Achievement Motivation consisted of 5 aspects with 25 items distributed as the following: 5 items of planning, 5 items of participation, 5 items of diligence, 5 items of responsibility, and 5 items of endurance. Adapted from the research

of Chaisiri et al. (2020), part 2 of the questionnaire has a rating scale with 5 levels of answers to choose, from Likert Scale, in which 5 equals to the highest level, 4 equals to a high level, 3 equals to a medium level, 2 equals to a low level, and 1 equals to the least level. Interpretation of achievement motivations in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students was used equally in all grades (Vanichbuncha, 2002) in which the mean value of 4.21 - 5.00 means the highest level, the mean value of 3.41 - 4.20 means the high level, the mean value of 2.61 - 3.40 means the medium level, the mean value of 1.81 - 2.60 means the low level and the mean value of 1.00 - 1.80 means the least level.

### **5. Determination of the accuracy and reliability of the tools**

The tool used to collect data in this study was validated by examining the Index of item objective congruence (IOC) from three experts. The IOC for each item ranged from 0.67-1.00. After that, the questionnaire was used to find the reliability of the tool by experimentally collecting data from a sample group that was similar to the sample to be studied. It was found that there was a reliability value by calculating the value of Cronbach's Alpha ( $\alpha$ ) that equals to 0.90. Cho and Kim (2015) said that if the tool used to collect data has a Cronbach's Alpha ( $\alpha$ ) value greater than 0.70, then such a tool has high confidence, and it can be used to collect data from real samples. Therefore, the researcher has brought a tool designed to collect data from a defined sample of 284 people and calculate the reliability value by calculating the value of Cronbach's Alpha ( $\alpha$ ) and it was found to be equal to 0.93, which showed that the tool had a confidence value in accordance with the statistical conditions.

### **6. Data analysis and statistics used**

Data analysis Software packages were used for data processing and data analysis. Statistics used for data analysis consisted of: 1. Frequency and percentage were used for measuring the personal data of Asia-Pacific international students 2. The analysis of the arithmetic mean (Mean), and standard deviation (S.D.) were used for measuring the achievement motivation for planning, participation, diligence, responsibility and endurance of Asia-Pacific International University students 3. The statistics used for the achievement motivation test in planning, participation, diligence, responsibility, and endurance by personal factors among Asia-Pacific International University students were the t-test and one-way ANOVA. If statistically

significant differences were found, then the pairwise differences were tested using Scheffe's method.

### Research Results

The results showed that most of the students who responded to the questionnaire were female, 185 students, representing 65.1%; aged between 19 years - 21 years, 150 students, representing 52.8%; with a cumulative GPA between 2.51 - 3.00, 89 students, representing 31.3 %; majority of them studying in their first year numbering 122 students, representing 43.0 %; having Thai nationality, 179 students, representing 63.0%, and are studying in the Faculty of Arts and Humanities, 110 students, representing 38.8 %, as shown in Table 1.

**Table 1:** Personal Factor Information

<b>Personal Factors</b>		<b>Sample Size (284)</b>	<b>Percentage (%)</b>
Gender	Male	99	34.9
	Female	185	65.1
Age	Below 18	14	4.9
	19 - 21 years old	150	52.8
	22 - 24 years old	86	30.3
	25 years and above	34	12.0
GPA	Below or equals 2.50	60	21.1
	2.51 – 3.00	89	31.3
	3.01 – 3.50	77	27.1
	3.51 – 4.00	58	20.5
Year of Study	Year 1	122	43.0
	Year 2	48	16.9
	Year 3	92	32.4
	Year 4	22	7.7
Nationality	Thai	179	63.0
	Foreigners	105	37.0
Faculty studying at	Faculty of Arts and Humanities	110	38.8
	Mission Faculty of Nursing	62	21.8
	Faculty of Business Administration	48	16.9
	Faculty of Theology	6	2.1
	Faculty of Education	37	13.0
	Faculty of Science	12	4.2
	Faculty of Information Technology	9	3.2

## 1. Results from a study of the achievement motivation of Asia-Pacific International University students

From the study of achievement motivation in planning, participation, diligence, responsibility, and endurance by personal factors among Asia-Pacific International University students, it was found that the mean value was at a high

level ( $\bar{x} = 3.80$ ), with the achievement motivation for planning having the highest mean value ( $\bar{x} = 3.95$ ) was at a high level. It was found that the achievement motivation for diligence having the lowest mean ( $\bar{x} = 3.42$ ) was at a high level as shown in Table 2.

**Table 2:** Achievement motivation levels in planning participation, diligence, responsibility, and endurance of Asia-Pacific International University students

Achievement Motivation	Mean	Standard Deviation	Level
Planning	3.95	0.67	High
Participation	3.75	0.72	High
Diligence	3.42	0.68	High
Responsibility	4.03	0.71	High
Endurance	3.84	0.71	High
<b>Total</b>	<b>3.80</b>	<b>0.57</b>	<b>High</b>

## 2. Comparison results of achievement motivation of Asia-Pacific International University students classified by individual factors

**2.1 Gender** Results of the study of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students by gender using an independent t-test analysis showed that different genders of Asia-Pacific International University students had significantly different achievement

motivations for responsibility at the 0.05 level ( $p < 0.05$ ). Statistics show that females have a higher level of achievement motivation in responsibility ( $\bar{x} = 4.14$ ) than males. Males had achievement motivation in responsibility at a high level ( $\bar{x} = 3.82$ ). In addition, it was found that the different genders of Asia-Pacific International University students did not have different achievement motivations in planning, participation, diligence, and endurance as shown in Table 3.

**Table 3 :** Comparison of achievement motivations in planning, participation, diligence, responsibility, and endurance by gender

Achievement Motivation	Male (n=99)		Female (n=185)		t	p
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Planning	3.90	0.67	3.98	0.67	-1.02	0.31
Participation	3.69	0.71	3.79	0.73	-1.07	0.29
Diligence	3.43	0.68	3.42	0.69	0.08	0.94
Responsibility	<b>3.82</b>	<b>0.69</b>	<b>4.14</b>	<b>0.70</b>	<b>-3.70</b>	<b>0.00*</b>
Endurance	3.78	0.68	3.86	0.72	-0.91	0.36

**2.2 Age** Results of the study of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students by age using a one-way ANOVA test showed that different ages had different achievement motivations for responsibility at a statistical significance of 0.05 ( $p > 0.05$ ). Therefore, the pairwise differences were tested by Scheffe's method and found that there was no difference.

**Table 4 :** Comparison of achievement motivations in planning, participation, diligence, responsibility, and endurance by age

Source of Variance	F	P
Planning	1.90	0.13
Participation	1.10	0.35
Diligence	0.12	0.95
Responsibility	<b>3.56</b>	<b>0.02*</b>
Endurance	0.91	0.44

**2.3 Grade Point Averages** Results of the study of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students classified by GPA using a one-way ANOVA test showed that different GPAs had a statistically significant difference in achievement motivation for responsibility at 0.05 ( $p > 0.05$ ). Scheffe's method was used to test pairwise differences. It was found that students with a GPA of 2.51 – 3.00 and students with a GPA of 3.51 – 4.00 had different levels of responsibilities. The students with a GPA of 2.51 - 3.00 had

Therefore, it can be concluded that Asia-Pacific International University students of different ages had no difference in achievement motivation for responsibility. The data analysis also found that Asia-Pacific International University students of different ages did not have different achievement motivations in planning, participation, diligence, and endurance as shown in Table 4.

responsibility at the high level ( $\bar{x} = 3.93$ ) which was lower than students with a GPA of 3.51 - 4.00 which had their responsibility at the highest level ( $\bar{x} = 3.93$ ). Therefore, it can be concluded that Asia-Pacific International University students with different GPAs had different level of achievement motivations for responsibility. The results of data analysis also found that Asia-Pacific International University students with different grade point averages did not have different achievement motivations in planning, participation, diligence, and endurance as shown in Table 5.

**Table 5:** Comparison of achievement motivation for planning, participation, diligence, responsibility, and endurance classified by GPAs

Source of Variance	F	P
Planning	0.07	0.98
Participation	1.37	0.25
Diligence	1.69	0.17
Responsibility	3.17	0.03*
Endurance	1.71	0.17

**2.4 Year of Study** Results of the study of achievement motivations in planning, participation, diligence,

responsibility, and endurance of Asia-Pacific International University students by year of study using a one-way ANOVA test

showed that students with different years of study had different achievement motivations for planning, diligence, responsibility, and endurance at a significant value of 0.05 ( $p > 0.05$ ). Then, it was tested for pairwise differences by Scheffe's method. It was found that students studying in the first year and the third year had different levels of planning. It was found that first-year students had achievement motivation in planning at a high level ( $\bar{x} = 4.01$ ), which was higher than third-year students who had planning at a high level ( $\bar{x} = 3.77$ ). The students studying in the first year and the third year had different achievement motivations in diligence. It was found that the first-year students' diligence was at a high level ( $\bar{x} = 3.59$ ), which was higher than students who were studying in the third year who had

diligence at a high level ( $\bar{x} = 3.21$ ). Students studying in Year 1, Year 3, and Year 4 had different achievement motivations in responsibilities. It was found that first-year students had achievement motivations in responsibility at a high level ( $\bar{x} = 3.59$ ), which was higher than third-year students who had responsibility at a high level ( $\bar{x} = 3.21$ ), and fourth-year students who had responsibility at a high level ( $\bar{x} = 3.30$ ). The pairwise test of students studying in different years found that there was no difference in the achievement motivation for endurance. It showed that students studying in different years had no difference in achievement motivation for endurance. In addition, it was found that students studying in different years had no difference in achievement motivation for participation as shown in Table 6.

**Table 6:** Comparison of achievement motivation for planning, participation, diligence, responsibility, and endurance classified by GPAs and year of study

Source of Variance	F	P
Planning	5.49	0.00*
Participation	2.24	0.08
Diligence	6.18	0.00*
Responsibility	12.88	0.00*
Endurance	2.99	0.03*

**2.5 Nationality** Results of the study of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students by nationality using an independent t-test analysis showed that Asia-Pacific International University students with different nationalities had significantly different achievement motivations in planning and participation at the 0.05 level ( $p < 0.05$ ). From the statistical analysis, it was found that students of Thai nationality had a high level of achievement motivation in planning ( $\bar{x} = 4.04$ ) which is higher than foreign students.

The foreign students had achievement motivation in responsibility at a high level ( $\bar{x} = 3.79$ ). Thai students had achievement motivation in participation at a high level ( $\bar{x} = 3.95$ ) which is higher than foreign students. Students with foreign nationalities had achievement motivation for responsibility at a high level ( $\bar{x} = 3.42$ ). It was also found that students from different nationalities of Asia-Pacific International University did not have different achievement motivations for diligence, responsibility, and endurance as shown in Table 7.

**Table 7:** Comparison of achievement motivations for planning, participation, diligence, responsibility, and endurance classified by GPAs and nationality

Achievement Motivation	Thai (n=179)		Foreigners (n=105)		t	p
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Planning	<b>4.04</b>	<b>0.56</b>	<b>3.79</b>	<b>0.79</b>	<b>2.85</b>	<b>0.00*</b>
Participation	<b>3.95</b>	<b>0.58</b>	<b>3.42</b>	<b>0.82</b>	<b>5.77</b>	<b>0.00*</b>
Diligence	3.47	0.61	3.35	0.79	1.46	0.15
Responsibility	4.07	0.69	3.98	0.75	1.02	0.31
Endurance	3.88	0.67	3.77	0.76	1.25	0.21

**2.6 Faculties** Results of the study of achievement motivations in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students classified by faculties studying by using a one-way ANOVA test showed that different faculties had different achievement motivations in planning, participation, diligence, responsibility, and endurance at a significant value of 0.05 ( $p > 0.05$ ). Therefore, the pairwise differences were tested by Scheffe's method. It was found that:

(1) Planning: Students studying in the Faculty of Arts and Humanities had different achievement motivations in planning from the nursing students of Mission Faculty of Nursing. The nursing students of the Mission Faculty of Nursing were different from the Faculty of Business Administration. Students who were studying in the Faculty of Nursing were different from the Faculty of Information Technology. The students studying in the Mission Faculty of Nursing had the highest achievement motivation in planning ( $\bar{x} = 4.38$ ), which was higher than the students in the Faculty of Arts and Humanities, Faculty of Business Administration, and Faculty of Information Technology ( $\bar{x} = 3.83$ ,  $\bar{x} = 3.69$  and  $\bar{x} = 3.58$ , respectively).

(2) Participation: Students studying in the Faculty of Arts and Humanities had different achievement motivations in participation from the nursing students at the Mission Faculty of Nursing. The students of the Mission Faculty of Nursing are different from the Faculty of Business Administration. The students of the Mission Faculty of Nursing are different from the students of Faculty of Education. The students of the

Mission Faculty of Nursing were different from the students of the Faculty of Science and nursing students from the Mission Faculty of Nursing were different from the students of the Faculty of Information Technology. The students studying in the Mission Faculty of Nursing had the highest achievement motivation in participation ( $\bar{x} = 4.21$ ) which is higher than students in the Faculty of Arts and Humanities, Faculty of Business Administration, Faculty of Education, Faculty of Science, and the Faculty of Information Technology ( $\bar{x} = 3.78$ ,  $\bar{x} = 3.37$ ,  $\bar{x} = 3.63$ ,  $\bar{x} = 3.45$  and  $\bar{x} = 3.22$ , respectively).

(3) Diligence: Students studying in the Faculty of Arts and Humanities had different achievement motivations in diligence from the students of the Mission Faculty of Nursing and students who are studying in the Mission Faculty of Nursing were different from the students of the Faculty of Business Administration. The students who were studying in the Mission Faculty of Nursing had the achievement motivation in diligence at a high level ( $\bar{x} = 3.87$ ) which was higher than the students in the Faculty of Arts and Humanities, and the Faculty of Business Administration ( $\bar{x} = 3.24$  and  $\bar{x} = 3.38$ , respectively).

(4) Responsibility: Students studying in the Faculty of Arts and Humanities had different achievement motivations in responsibility from the students of the Mission Faculty of Nursing. The students of the Mission Faculty of Nursing were different from the students of the Faculty of Business Administration. The students who are studying in the Mission Faculty of Nursing are different from the students studying in the Faculty of Information Technology. The

students studying in the Mission Faculty of Nursing had the highest achievement motivations in planning ( $\bar{x} = 4.55$ ), which was higher than the students in the Faculty of Arts and Humanities, Faculty of Business Administration, and the Faculty of Information Technology ( $\bar{x} = 3.82$ ,  $\bar{x} = 3.83$  and  $\bar{x} = 3.67$ , respectively).

(5) Endurance: Students studying in the Faculty of Arts and Humanities had different achievement motivation in endurance from the students of Mission Faculty of Nursing. The students of the Mission Faculty of Nursing were different

from the Faculty of Business Administration. The students who were studying in the Mision Faculty of Nursing were different from the students of the Faculty of Information Technology. The students studying in the Mission Faculty of Nursing had the highest achievement motivation in endurance ( $\bar{x} = 4.26$ ), which was higher than the students in the Faculty of Arts and Humanities, Faculty of Business Administration, and the Faculty of Information Technology ( $\bar{x} = 3.69$ ,  $\bar{x} = 3.71$  and  $\bar{x} = 3.31$ , respectively), as shown in Table 8.

**Table 8:** Comparison of achievement motivations in planning, participation, diligence, responsibility, and endurance classified by GPAs and by faculties under study

Source of Variance	F	P
Planning	<b>7.68</b>	<b>0.00*</b>
Participation	<b>9.25</b>	<b>0.00*</b>
Diligence	<b>6.77</b>	<b>0.00*</b>
Responsibility	<b>10.01</b>	<b>0.00*</b>
Endurance	<b>6.28</b>	<b>0.00*</b>

## Discussion

The study of achievement motivation among students at Asia-Pacific International University revealed a high mean value, with the highest achievement motivation in planning and the lowest in diligence. This aligns with Barcena's (2022) study on the relationship between achievement motivation and academic achievement in basic education, which found a significant link between high levels of motivation—both intrinsic and extrinsic—and better academic performance. The study highlighted that students with stronger motivation were more likely to set higher goals, show persistence, and effectively manage challenges, leading to improved academic outcomes. This finding also aligns with Alzukari's (2024) research, which revealed that higher levels of both academic self-efficacy and achievement motivation were positively associated with better academic performance and greater academic success. The research emphasized the importance of fostering these psychological traits to

enhance academic outcomes for international students.

The comparison results of achievement motivation among Asia-Pacific International University students, classified by individual factors, found that students from the Mission Faculty of Nursing demonstrated the highest achievement motivation in the participation factor compared to other faculties, including Arts and Humanities, Business Administration, Education, Science, and Information Technology. Additionally, significant differences in participation motivation were observed between the Mission Faculty of Nursing and all other faculties analyzed. This finding is consistent with the study by Mohamadi et al. (2015), which explored factors affecting achievement motivation in nursing students. Their research revealed that various factors influence motivation levels, including intrinsic motivation driven by personal characteristics such as self-efficacy, goal setting, and resilience. External factors, such as support from

faculty, peers, and family, also played a crucial role in fostering achievement motivation among nursing students. The study highlighted the importance of creating a supportive learning environment to enhance motivation and academic success among nursing students. The results are also consistent with Wiyono and Wu's (2022) study on the structural effect of achievement motivation and achievement on the leadership and entrepreneurial spirit of students in higher education. Their research found that achievement motivation significantly impacted both leadership and entrepreneurial spirit, with students exhibiting stronger leadership qualities and greater entrepreneurial initiative. This research emphasized the importance of fostering achievement motivation to enhance students' leadership and entrepreneurial capabilities in higher education.

In the context of diligence, it was found that achievement motivation in diligence was highest among students from the Mission Faculty of Nursing, surpassing students from Arts and Humanities and Business Administration. Additionally, significant differences in diligence motivation were observed between the Mission Faculty of Nursing and these two faculties. This aligns with the study by Tus (2020) on academic stress, academic motivation, and its relationship with the academic performance of senior high school students. In the context of diligence, the study found that students who exhibited high levels of motivation—particularly achievement motivation—tended to demonstrate greater diligence in their academic efforts. These motivated students were more likely to persist in their studies despite challenges, maintain consistent effort over time, and effectively manage their academic workload. The research highlighted that diligence was crucial for overcoming academic stress and achieving better academic outcomes, especially among students who were highly

motivated. This suggests that fostering motivation, particularly achievement motivation, is key to enhancing students' diligence and overall academic performance. This finding is consistent with the study by Al-Osaimi and Fawaz (2022), which examined nursing students' perceptions of motivation strategies to enhance academic achievement through blended learning. In the context of diligence, the research highlighted how students valued structured and supportive learning environments that encouraged persistent effort and focus on tasks. The participants noted that blended learning strategies, such as regular assessments, interactive online sessions, and consistent feedback, helped them maintain diligence in their studies. These strategies allowed students to stay engaged, manage their time effectively, and develop consistent study habits. The findings suggested that fostering a diligent approach through personalized and consistent learning support is crucial for academic success in nursing education.

In the responsibility variable, it was found that students from the Mission Faculty of Nursing had the highest achievement motivation in responsibility, outperforming students from Arts and Humanities, Business Administration, and Information Technology. However, the results showed significant differences in responsibility motivation between the Mission Faculty of Nursing and these three faculties. This aligns with the research of Putri et al. (2023), which explored the motivation among nursing students, focusing on the role of responsibility. The study found that students with high achievement motivation in responsibility demonstrated a strong sense of accountability in their academic and clinical practice. These students were more likely to take initiative, manage their time effectively, and prioritize their learning tasks. The research highlighted that a sense of responsibility was crucial for nursing students as it influenced their engagement

in their studies, the quality of their work, and their ability to meet educational and professional standards. It emphasized the importance of fostering responsibility among nursing students to enhance their academic success and professional development. This finding underscores the need for supportive environments that encourage responsibility in nursing education. This is consistent with the findings of Mahmoud et al. (2023), which explored the relationship between nursing students' academic motivation, career adaptability, and adversity quotient, focusing on the role of responsibility. It was found that students with high responsibility in their academic motivation exhibited greater career adaptability and resilience in the face of adversity. These students took ownership of their learning processes, were proactive in managing challenges, and demonstrated a strong commitment to their professional development. The study highlighted that a high sense of responsibility was crucial for nursing students to effectively navigate academic demands and prepare for their future careers. It emphasized that nurturing responsibility in students can enhance their ability to adapt to challenges and maintain motivation in their studies, ultimately leading to better academic and career outcomes.

In the endurance factor, it was shown that students from the Mission Faculty of Nursing exhibited the highest motivation in endurance, surpassing the scores of students from Arts and Humanities, Business Administration, and Information Technology. The significant differences in endurance motivation were identified between the Mission Faculty of Nursing and these three faculties. They studied the impact of academic motivation on students' academic achievement and learning outcomes in mathematics among secondary school students in the Paddiruppu Educational Zone in the Batticaloa District, Sri Lanka. Their findings showed that students with higher

levels of academic motivation, including endurance, were more likely to demonstrate improved academic achievement and better learning outcomes in mathematics. Endurance, as a motivational factor, was associated with students' ability to persist in the face of challenges, maintain focus, and sustain effort over time. These motivated students exhibited a stronger commitment to their studies, showing the persistence needed to overcome difficulties and achieve success in mathematics. The study highlighted that fostering endurance among students is crucial for enhancing their academic performance, particularly in subjects like mathematics that require sustained effort and consistent practice. This underscores the importance of developing strategies that promote resilience and determination among students to help them achieve their academic goals.

In summarize, the study of achievement motivation among students at Asia-Pacific International University found high motivation levels, particularly in planning. Students from the Mission Faculty of Nursing demonstrated the highest motivation in factors like participation, diligence, responsibility, and endurance, surpassing students from other faculties. This highlights the importance of fostering psychological traits such as motivation and responsibility to enhance academic success and resilience among nursing students.

## Suggestions

To ensure consistency between the introduction and the research conclusions, explicitly link the findings to the key issues and gaps identified in the introduction. Highlight how the significant differences in achievement motivation—planning, participation, diligence, responsibility, and endurance—address the research gaps, particularly the impact of personal and institutional factors in a multicultural environment. Emphasize the practical implications, such as tailoring teaching

strategies to diverse student demographics and fostering specific motivational dimensions among underperforming groups. Additionally, consider discussing how unique institutional practices, such as extracurricular activities or academic policies, influence these motivational aspects. The results should also address the challenges mentioned in the introduction, like time management, academic difficulties, and social integration. For example, use the findings to propose interventions that could mitigate these challenges by enhancing specific motivational components, such as endurance or planning.

## Conclusions

The study demonstrated that students at Asia-Pacific International University exhibit high overall achievement motivation, with notable variations across dimensions and personal factors. The Mission Faculty of Nursing consistently showed the highest levels of motivation, particularly in planning, participation, and endurance. These findings underscore the importance of cultivating motivational traits through supportive environments and tailored interventions. The significant differences in motivation across gender, GPA, year of study, and nationality reflect the diverse needs of the student population. This supports the introduction's emphasis on addressing the unique challenges of a multicultural academic environment. The conclusions reaffirm the need for faculty-specific strategies to enhance motivation and propose the integration of motivational insights into curriculum design and student support programs, ensuring alignment with the study's objectives.

## Limitations and Future Research

1. This research collected the data from a sample of Asia-Pacific International

University students at Muak Lek District, Saraburi Province only. The study results therefore have a limited scope. Therefore, in future research, the researcher should study a larger and more inclusive population and sample size, such as public or private university students in Thailand, or study at a provincial, regional, or national level.

2. This study focuses on the variables of achievement motivation in planning, participation, diligence, responsibility, and endurance of Asia-Pacific International University students only. Therefore, future research should study other variables related to student academic achievement because there are other concepts and theories related to student achievement motivation, such as behavior, success factors, and other incentives that may affect the success of students.

3. This study was a data collection using a questionnaire created from past research in which the tool was not built in the context of the study sample. Therefore, future research should create measurement tools that are suitable for the sample group, such as mixed method, using qualitative research together with quantitative research with in-depth interviews or focus group discussions to create measurement tools or questionnaires for the sample. This will make the research more reliable.

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