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Relationship of achievement motivation and psychological well-being in adolescents

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Abstract

Adolescence, a transitional phase marked by changes in life and consolidation of previous knowledge resulting in the formation of ego identity, is associated with the fixing of goals and therefore determining achievement motivation of a person. The tendency to set goals and strive for success is influenced by a number of social and psychological factors. The current study aims to examine the relationship of achievement motivation with psychological wellbeing in the adolescents of Kashmir. A sample of 210 was taken purposively from the four major districts of Kashmir. Participants completed the sample survey packets comprising of "Deo Mohan achievement motivation scale (Deo & Mohan, 2002)", and "Ryff's psychological wellbeing test (Ryff, 1995)". Results revealed a significant positive correlation between psychological wellbeing and achievement motivation. The results of this study can have implications for educationalists to bring changes and policies so as to enhance the achievement motivation and psychological wellbeing by improving the system.

Keywords: Adolescents, psychological wellbeing, achievement motivation

Introduction

When speaking of psychological health, positive aspects of performance such as positive affection, purpose in life, and social cooperation are considered (Keyes, 2007) ^[6]. In fact, well-being refers to individuals' feeling and thinking about life which is divided into two parts: A. emotional well-being which refers to pleasant and positive emotions (happiness) and the absence of unpleasant emotions (depression). B. cognitive well-being which refers to general cognitive assessments of life such as life satisfaction, as well as satisfaction of specific areas in life such as job or marital satisfaction (Diener, Suh, Lucas, & Smith, 1999) ^[2]. Access to psychological well-being requires understanding the challenges of life. Therefore, addressing these factors has led extensive collection of literature reviews in the 1950s and 1960s to analyze life challenges and major problems. Some categories can be mentioned as factors affecting psychological well-being which are as follows: feeling of life satisfaction, happiness, spirituality, optimism, meaningfulness, self-accountability, personal growth and development, autonomy, purpose of life, and positive relations with others. Achievement motivation is the base for reaching success and all desires in life (Settlemyer, 2010). Achievement motivation is a mode of personality learning which leads people to try for success, gratification, and for higher personal standards (Wigfield & Eccles, 2002) ^[11]. In fact, motivation is defined as a factor that initiates, guides, and maintains behavior. Achievement motivation is a comprehensive approach which evaluates its own performance based on the highest standards and makes an attempt to reach a successful performance accompanied by a pleasure. David McClelland believes that achievement motivation can be defined according to two concepts of competitiveness and a sense of superiority. Achievement motivation means needing to progress, overcoming obstacles, desiring for superiority, and maintaining high level standards (Karimi, 2005) ^[4]. Achievement motivation includes following factors: great desires, strong impetus for moving upwards, long resistance when facing with problems of moderate difficulty, desire to try again to perform incomplete assignments, dynamic perception of time, and fore sighting (Hermans, 1970) ^[3]. Accordingly the purpose of this study was to study the relationship of achievement motivation and psychological well-being.

Research methodology

This study is a descriptive and correlational research. The statistical population of this study included 210 adolescents in the age range of 15 to 19 years who were taken purposively from three districts of Kashmir province.

Research Instruments

Deo Mohan Achievement Motivation Scale (Deo & Mohan, 2002), developed by Professor Pratibha Deo and Dr. Asha Mohan, this scale consists of 50 Likert-type items divided into fifteen dimensions. The fifteen dimensions are: Academic Motivation, Need for Achievement, Academic Challenge, Achievement Anxiety, Importance of grades, Meaningfulness of Task, Relevance of School/College to future goals, Attitude towards education, Work methods, Attitude towards teachers, Interpersonal relations, Individual concern, General interest, Dramatics, Sports. The test retest reliability of the scale for mixed group was .69. The coefficient of correlation with Aberdeen Academic Motivation Inventory was .75. The scale can be administered both in groups as well as individually.

Ryff's Psychological Well-being Test (Ryff, 1995)^[9]

This test with 84 questions was created by Carol Ryff at the University of Wisconsin. The subjects answer to questions based on the six point Likert scale from strongly disagree to strongly agree. Cronbach's coefficient alpha was reported 0.91. The internal consistency coefficient of this questionnaire was calculated for each subscale as follows: Autonomy (0.75), environmental mastery (0.75), personal growth (0.61), positive relationships with others (0.71), having purpose in life (0.72), and self-acceptance (0.78).

Procedure

The study was started after taking permission from the authorities. For the data collection various schools, hostels as well as certain specified areas of Srinagar, Budgam, Ganderbal and Bandipora were visited. The questionnaires were distributed after the purpose of the study was explained and the consent was taken. The subjects were

instructed to read the questions carefully and mark the answers honestly. They were requested not to leave any question unanswered and to ask for help if required. The subjects were asked to start by filling demographic information followed by marking responses for the last three sections of the scale. The subjects were helped out with filling demographic information and before every section the instructions were read out. Each question was read out and explained and the questionnaires were checked out for missing data, which subjects were asked to rectify.

Data Analysis

The data was analyzed using SPSS version 20.0. The frequencies were computed to find the distribution of the sample in three ranges (low, medium, high) with respect to study variables. Furthermore, the bivariate correlation was used to find the correlation of achievement motivation with psychological wellbeing.

Results

Table 1.1: Presenting descriptive statistics for achievement motivation in adolescents

Low	Medium	High
≤113	114-155	156 & above

Table 1.2: Presenting frequency distribution of adolescents with respect to various levels of achievement motivation.

Low	Medium	High
f%	f%	f%
30	144	36
14.3	68.6	17.10

Table 1.2 shows the distribution of the sample group into three levels of achievement motivation. 14.3% of the sample group was found to be low on achievement motivation, 68.6% falls were found to be average on achievement motivation and 17.11% were found to be high on achievement motivation.

Table 2.1: Presenting descriptive statistics for dimensions of psychological well-being in adolescents

Dimensions of Psychological well-being	Low	Medium	High
Autonomy	≤28	29-38	39 & above
Environmental Mastery	≤30	31-41	42 & above
Personal Strength	≤29	30-40	41 & above
Positive Relations with Others	≤29	30-42	43 & above
Purpose in Life	≤29	30-42	43 & above
Self-Acceptance	≤29	30-41	42 & above

Table 2.2: Presenting frequency distribution of adolescents with respect to various levels of dimensions of Psychological Well-being.

Levels	Low	Medium	High
Dimensions	f%	f%	f%
Autonomy	30 14.3	153 72.9	27 12.8
Environmental Mastery	26 12.4	154 73.3	30 14.3
Personal Strength	42 20	138 65.7	30 14.3
Positive Relations with Others	28 13.3	147 70	35 16.7
Purpose in Life	32 15.2	135 64.3	43 20.5
Self-Acceptance	29 13.8	147 70	34 16.2

Table 2.2 shows the distribution of the sample group with respect to various dimensions of psychological well-being. 14.3% of the sample group was low on autonomy, 72.9%

were average and 12.8% were found to be high. With respect to environmental mastery 12.4% of the sample group was found to be low, 73.3% was average and 14.3% were found to be high. 20% of the sample group was low, 65.7% were average and 14.3% were high on personal growth. When it comes to positive relations with others dimension 13.3% of the sample group was found to be low, 70% were found to be average, and 16.7% were found to be high. 15.2% of the sample group was found low on purpose in life, 64.3% were found to be average, and 20.5% were found to be high. On self-acceptance dimension 13.8% of the sample group was found to be low, 70% were found to be average and 16.2% were found to be high.

Table 3: Presenting correlation coefficients between dimensions of psychological wellbeing and achievement motivation.

Variable	Achievement Motivation
Autonomy	.198** (p=.004)
Environmental Mastery	.219** (p=.001)
Personal Growth	.325** (p=.000)
Positive Relations With Others	.314** (p=.000)
Purpose In Life	.401** (p=.000)
Self-Acceptance	.256** (p=.000)

** $p \leq 0.01$, NS Insignificant

The results show that there is a significant positive correlation between the domains psychological wellbeing and achievement motivation. Each dimension of psychological wellbeing is significantly correlated to achievement motivation.

Discussion and conclusion

The results of this showed that there is a significant relationship between achievement motivation and psychological well-being. It is consistent with numerous studies conducted in this field and has also been confirmed in studies performed by Li, LAN, & Ju (2015) and Kaur (2013). The achievement motivation can be considered as the main introduction to the success. It predicts performance outcomes directly (Caldwell, 2005). In general, those who are motivated to be successful are more interested in moving toward the future and paying attention to innovative activities and they are more involved in future plans. Such people understand the situations in which their abilities are tested motivation as a prerequisite for success and superiority.

Conflict of interest: The authors declare that there is no conflict of interest in publication of this research paper.

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