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Research Article

Effect Of Self-Concept And Academic Life Satisfaction On Achievement Motivation Of School-Going Adolescents

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ABSTRACT

To explore the influence of self-concept and academic life satisfaction on the development of achievement motivation among adolescents in school, this research employed a descriptive survey approach with a correlational research design. A sample of 1027 Bengali-speaking adolescents, aged 14-16 and enrolled in classes IX and X in the South 24 Parganas District, West Bengal, participated in the study. The Self-Concept Inventory (Shah, 1986), Multidimensional Student's Life Satisfaction Scale (Huebner et al., 1998), and Deo-Mohan Achievement Motivation Scale (Deo & Mohan, 1985) were administered. The correlation analysis revealed a strong positive connection between self-concept, academic life satisfaction, and achievement motivation in adolescents. The results from the multiple regression analysis suggested that the achievement motivation of school-going adolescents was shaped by several factors, including family life satisfaction, school life satisfaction, friend life satisfaction, cognitive self-concept, study-related self-concept, self-confidence, self-concept related to personality traits, and political self-concept. The study's findings revealed significant associations between academic achievement motivation and both academic life satisfaction and self-concept.

Keywords: Achievement Motivation, Academic Life Satisfaction, Self-Concept, School-Going Adolescent

1. Introduction

Achievement motivation, considered a cornerstone for success in various fields, holds particular significance in the academic journey of school-going adolescents. Rooted in the desire for excellence and the pursuit of unique goals, achievement motivation shapes the behavior and drive of individuals in their educational endeavors **(McClelland, Atkinson, Clark, & Lowell, 1953; McClelland, 1958,1961)**. The West Bengal State, India, marked by its diverse socio-cultural environment, has implemented several educational initiatives and support schemes to foster a conducive learning atmosphere. These include provisions like books, notebooks, school dresses, mid-day meals, and impactful programs such as Shikshashree, Kanyashree, Sabuj Sathi Cycle Scheme, and scholarships. While the Right to Education Act of 2000 has successfully curtailed physical and mental torment in schools, a noticeable paradox persists – some students exhibit a lack of motivation to engage earnestly in their studies. This discrepancy sparks the researcher's curiosity, urging an exploration into the intricate web of factors influencing the motivation levels of adolescents in the region.

This study embarks on a comprehensive investigation, seeking to unravel the multifaceted dynamics of achievement motivation, with a specific focus on the roles played by self-concept and academic life satisfaction. Understanding that motivation is not a singular facet but a complex interplay of internal and external elements, this research aimed to bridge the gap between educational initiatives and the intrinsic motivational drive of students. The significance of life satisfaction in students' lives cannot be understated, as it has far-reaching implications on their academic performance, engagement, and overall well-being. By delving into the impacts of life satisfaction on various aspects of motivation, this study aspires to provide actionable insights for educators, parents, and policymakers. Additionally, the intricate relationship between self-concept and achievement motivation adds depth to the investigation. Self-concept, defined by beliefs, attitudes, and

perceptions about oneself **(Rogers, 1959; Shavelson, Hubner & Stanton, 1976)**, is posited as a key influencer in the motivational landscape of adolescents.

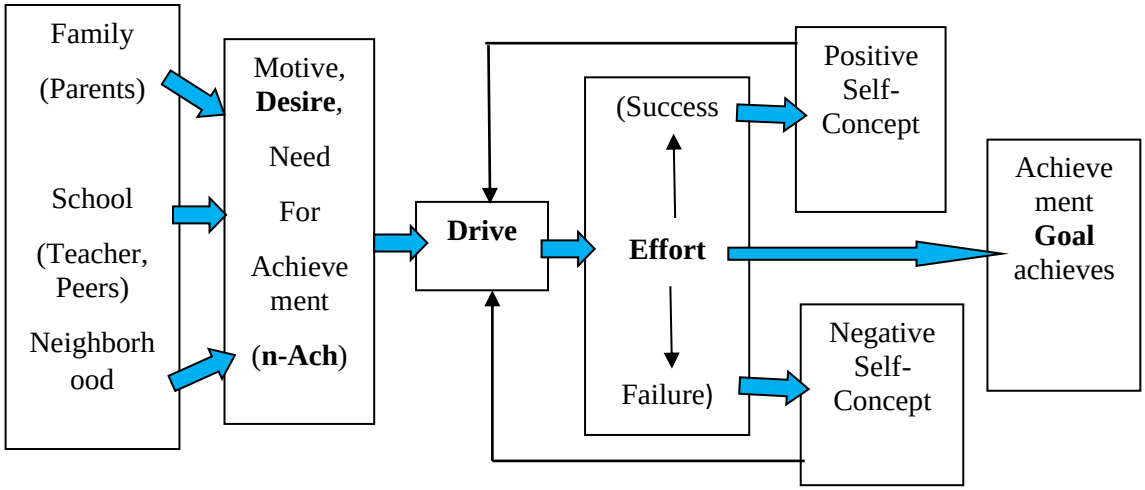

Figure 1: Development of Achievement Motivation

1.1 Rationale of the Study

The socio-cultural milieu significantly contributes to the development of adolescent self-concept, life satisfaction, and motivation, this study seeks to uncover hidden nuances that might explain motivation levels. By examining the impact of self-concept and academic life satisfaction, the research aims to contribute to a nuanced understanding of achievement motivation among school-going adolescents in the region. Through a careful exploration of these psychological constructs and their influence on academic motivation, this study endeavors to provide valuable insights for educational practitioners and policymakers. The ultimate goal is to inform interventions that can effectively enhance motivation, contributing to the holistic development and academic success of adolescents.

1.2 Objective of the Study

The objective of the study was—

(i) To explore the effect of self-concept and academic life satisfaction on achievement motivation of school-going adolescents.

The **Hypothesis** was—

(i) There are statistically significant multiple regression coefficients to frame the equation to predict Achievement Motivation with the help of different facets of Self-Concept and Academic Life Satisfaction of the school-going adolescents.

2. Review of the Literature

2.1 Achievement Motivation and Self-Concept:

Previous studies consistently showed a significant link between self-concept and achievement motivation across various educational levels, including high school students (**Arul Lawrence & Vimala, 2013**), secondary school students (**Behera, 2017; Shaheen & Rafi, 2018; Arafah et al., 2020**), higher secondary school students (**Antony, 2017**), and undergraduate students (**Rout & Pathak, 2017**). Research by **Awan et al. (2011)** revealed strong connections between students' subject-specific self-concept and different aspects of achievement motivation, including social, mastery, and performance goals, at the secondary level. Further investigations (**Khan & Alam, 2015; Ubhe & Bombra, 2017**) found positive relationships between educational self-concept, intellectual self-concept, and overall self-concept with achievement motivation in both middle school and high school students.

The Eccles-Wigfield Expectancy-Value Model (**Eccles et al., 1983; Wigfield, 1994; Wigfield & Eccles, 1992, 2000**) proposed that individuals' confidence in their abilities fuelled their engagement and success in achievement-related tasks, influenced by factors like perceived competence and domain-specific self-concept. The Self-Determination Theory (**Deci & Ryan, 1985; Ryan & Deci, 2000**) suggested that a strong desire for competence leads to autonomy and achievement. **McClelland's (1958, 1961)** concept of a high need for achievement drove individuals to pursue goals aligned with their ideal self-concept, while **Rogers (1951)** emphasized the importance of aligning real and ideal selves for achievement. **Nicholls (1978, 1984)** argued that individuals' views of their abilities, tied to self-concept, shaped achievement motivation, with task involvement leading to intrinsic motivation and ego involvement leading to extrinsic motivation. **Dweck (1999)** highlighted that an incremental mindset, viewing ability as improvable through effort, drove persistence and improvement.

Research consistently showed that a positive academic self-concept was crucial for students' motivation and achievement. Studies found that students with higher self-concepts tended to receive more support from teachers and peers, leading to greater perseverance and academic success (**Bakadorova & Raufelder, 2016**). A stable self-concept of ability influences academic performance by shaping motivation and study habits (**Skaalvik, 1997**). Domain-specific ability self-concept emerged as a strong predictor of academic grades (**Steinmayr et al., 2019**). Students with higher perceived academic competence exhibited intrinsic interest in schoolwork and preferred challenging tasks (**Boggiano et al., 1988**). Competence-based learning environments fostered higher academic self-concept, leading to increased achievement motivation (**Kulakow, 2020**). Resilience and academic self-concept predicted achievement motivation in college students (**Abaidoo et al., 2021**). Academic self-efficacy and self-concept were key factors in university students' motivation and persistence (**Ferla et al., 2010**). A high academic self-concept and an incremental view of ability were linked to motivation and diligence (**Ommundsen et al., 2005**). General self-perceptions in math and verbal domains strongly correlated with academic achievement, impacting intrinsic motivation and perceived effort (**Skaalvik & Rankin, 1995**). Additionally, self-perceptions in mathematics were associated with subsequent academic achievement during the middle-to-high school transition, with goal orientation linked to self-concept and self-efficacy (**Skaalvik & Skaalvik, 2006**).

Research showed that students' beliefs about their academic abilities evolved throughout their schooling and impacted their motivation to succeed. A three-year study by **Thérèse Bouffard and colleagues (2003)** found that as elementary school students progressed, their self-perceived competence became increasingly linked to their intrinsic motivation and consistently related to their achievement in reading and mathematics. **Zanobini and Usai (2002)** discovered that the role of academic self-concept and competence self-concept in shaping achievement motivation changed as students transitioned from primary to middle school. In primary school, academic self-concept played a significant role in motivation and performance, while in middle school, competence self-concept became more important. Additionally, **Harter, Whitesell, and Kowalski (1992)** found that changes in perceived competence during educational transitions from 5th to 7th grade were associated with corresponding changes in intrinsic motivation, highlighting the dynamic relationship between self-concept and motivation.

Research by **Skaalvik and Hagtvet (1990)**, **Skaalvik and Valås (1999)**, **Marsh et al. (2005)**, **Guay et al. (2010)**, and **Areepattamannil (2012)** has shed light on the complex interplay between self-concept, motivation, and academic achievement. **Skaalvik and Hagtvet (1990)** proposed a developmental model, where early academic experiences shaped self-concept, which in turn influenced achievement. **Skaalvik and Valås (1999)** supported a skill-development model, finding that academic success significantly impacted self-concept, but self-concept did not significantly affect subsequent achievement. **Marsh et al. (2005)** found that academic self-concept among 7th graders in Germany both influenced and was influenced by academic achievement, highlighting its role in driving motivation. **Guay et al. (2010)** showed that a positive academic self-concept led to autonomous motivation and higher grades in high school students. **Areepattamannil (2012)** found that motivation acts as a mediator between school self-concept and achievement for Indian adolescents in Canada and India, with varying roles for intrinsic and extrinsic motivation.

2.2 Achievement Motivation and Academic Life Satisfaction:

Researchers recently explored the connection between academic life satisfaction and achievement motivation. Studies showed that individuals with high life satisfaction tended to be more resilient, goal-oriented, and focused on success rather than failure (**Lyubomirsky, 2001**). Additionally, people with high subjective well-being tended to have more adaptive attributional styles, leading to a positive cycle of emotions and cognitions (**Ryan & Deci, 2000**). Research also revealed a positive link between life satisfaction and achievement motivation, based on concepts like hope of success and fear of failure (**Dumitrescu et al., 2010**). Furthermore, psychological well-being was found to correlate positively with achievement motivation (**Nisa et al., 2017**), and happiness was linked to achievement motivation in both male and female students (**Hassanzadeh & Mahdinejad, 2013**). Life satisfaction and locus of control were also identified as predictors of achievement motivation (**Karaman & Watson, 2017**). Other studies investigated the relationship between life satisfaction and explicit and implicit motivations, finding a moderate positive correlation with explicit motivation but no significant relationship with implicit motives (**Jacob & Guarnaccia, 1997**). Finally, research showed that self-concordant goals, based on achievement motivation theory, were related to life satisfaction (**Judge et al., 2005**).

Research consistently showed that social support from parents and friends positively impacted self-efficacy, which in turn directly affected life satisfaction (**Park & Kim, 2006**). Earlier studies identified key aspects of family life that influenced achievement motivation, including parents' educational background, occupational aspirations, and parenting style (**McClelland et al., 1953**). Specifically, autonomy-supportive parenting was linked to higher life satisfaction, perceived competence, and self-regulation in intrinsically motivated children (**Grolnick et al., 1997**). Furthermore, educated parents who adopted autonomy-supportive parenting styles tended to have higher expectations for their children's education, engaged more actively in their daily educational activities, and used effective rewards to enhance achievement motivation (**Acharya & Joshi, 2009; Dewan & Singh, 2018**). Notably, adolescents from indulgent and authoritative families tended to exhibit higher life satisfaction than those from authoritarian and neglectful families (**Cenkseven-Onder,**

2012). Overall, a supportive family environment that encouraged autonomy and rewarded achievement striving was crucial for fostering high achievement motivation and life satisfaction in adolescents. Research suggested that mothers of children who adopted a mastery mindset tended to foster their children's self-worth and ability beliefs (**Covington, 1992**). These mothers were more likely to attribute their children's success to their abilities, unlike mothers of children with a helpless mindset. When faced with negative self-talk, mothers of high-achieving children addressed and corrected their children's misconceptions, promoting a growth mindset. They also provided guidance and support to help their children focus on mastering tasks rather than evaluating their abilities (**Hokoda & Fincham, 1995**). Additionally, parental expectations and a sense of responsibility toward parents positively impacted children's achievement motivation (**Park & Kim, 2006**). Adolescents' perceptions of their peer relationships significantly influenced their achievement motivation. Those who felt valued and respected by their classmates tended to exhibit adaptive achievement motivation, which was linked to having high-quality friendships and a best friend who prioritized academics (**Nelson & Debacker, 2008**). In contrast, poor achievement motivation was associated with low-quality friendships and perceiving peers as resistant to school norms. Furthermore, a positive school climate and factors such as parent involvement, student-teacher relations, and school-building appearance contributed to students' life satisfaction (**Suldo et al., 2008**). A sense of belonging in school was particularly important, as it positively correlated with motivation-related measures like general school motivation and valuing schoolwork (**Goodenow & Grady, 1993**). The classroom climate also played a crucial role in shaping students' learning goals, with a focus on effort rather than ability promoting mastery goals and positive attitudes toward learning (**Dweck & Leggett, 1988**). In contrast, a focus on performance goals could lead to negative self-evaluation and a fixed mindset, attributing failure to a lack of ability (**Ames & Archer, 1988**).

3. Research Methodology

This research employed a descriptive survey method within a correlational study, aiming to explore and describe the relationships between variables without manipulating them.

3.1 Variables

3.1.1 Independent Variables

In the **multiple regression analysis** of the present study the **"independent variables"** were the different dimensions of self-concept (such as 'social self-concept, emotional self-concept, physical self-concept, cognitive self-concept, aesthetic self-concept, political self-concept, job-related self-concept, self-confidence, self-concept related to beliefs and traditions, and self-concept related to personality traits') and multidimensional student's life satisfaction ('family, friends, school, living environment, and self').

3.1.2 Dependent Variable

In the **multiple regression analysis** of the present study the **"dependent variable"** was the composite score of **"Deo-Mohan Achievement Motivation (n-Ach) Scale"**.

3.2 Sampling

This study's sample was drawn from Government Sponsored and Government Aided Secondary and Higher Secondary Schools in South 24 Parganas, West Bengal. A multiphasic stratified random sampling method was used. The district was first divided into 30 blocks, and then 20 rural blocks were selected purposefully. From each of these 20 blocks, one school was randomly selected, yielding a total of 20 schools for the study.

3.3 Participants

The study comprised 1027 Bengali-speaking adolescents, aged 14-16 years, randomly selected from classes IX and X across 20 schools. The participant pool consisted of 572 male and 455 female students, ensuring a diverse representation of the target age group.

3.4 Tools of Research

The following research tools were used in the present study for data collection.

3.4.1 Self-Concept Inventory (Shah, 1986)

The Self-Concept Inventory (SCI), developed by Dr. Beena Shah, is a comprehensive assessment tool comprising 62 items divided into 10 subscales. These subscales measure various dimensions of self-concept, including social, emotional, physical, cognitive, aesthetic, political, job-related, self-confidence, beliefs and traditions, and personality traits. Respondents rate each item on a 5-point Likert scale, ranging from "Always" to "Never". In this study, a Bengali version of the scale was utilized, with a normalized mean score of 1-5 and a midpoint of 3. The scale demonstrated high reliability ($\alpha = 0.918$) and validity, ensuring accurate measurement of self-concept aspects.

3.4.2 Multidimensional Student's Life Satisfaction Scale (Huebner et al, 1998):

The Multidimensional Student's Life Satisfaction Scale (MSLSS) is a comprehensive tool designed to assess adolescent well-being. It comprises 40 items, divided into five subscales: family (7 items), friends (9 items), school (8 items), living environment (9 items), and self (7 items). Respondents evaluate each item on a 5-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree". In this study, a Bengali version of the scale was used, with a normalized mean score of 1-5 and a midpoint of 3. The scale demonstrated high reliability (α = 0.914) and validity, providing a thorough understanding of adolescents' life satisfaction across various dimensions.

3.4.3 Deo-Mohan Achievement Motivation Scale (Deo & Mohan, 1985):

The Deo-Mohan Achievement Motivation (n-Ach) Scale, developed by Dr. Pratibha Deo and Asha Mohan in 1985, is a comprehensive assessment tool. It consists of 50 items, including 37 positive and 13 negative statements, organized into 15 subscales. The scale evaluates achievement motivation across three primary domains: academic factors ('academic motivation, need achievement, academic challenge, achievement anxiety, importance of grades or marks, meaningfulness of task, relevance of school to student's future goals, attitude towards education, work methods, attitude towards teachers'), social interest factors ('interpersonal relations and individual concern'), and general interests and competition in co-curricular activities ('general interest, dramatics, and sports'). Respondents self-rate using a 5-point Likert scale, from "Always" to "Never". In this study, a Bengali version of the scale was used, with a normalized mean score of 0-4 and a midpoint of 2. The scale demonstrated high reliability (α = 0.941) and validity, ensuring accurate measurement of achievement motivation.

4. Results

Table 4.1 provides a breakdown of the distribution of school-going adolescents across different levels of achievement motivation, self-concept and academic life satisfaction based on their normalized mean scores.

Table no 4.1: Percentage of School-Going Adolescents falling under different levels of Achievement Motivation, Self-Concept and Academic Life Satisfaction

Different Level	Achievement Motivation			Self-Concept			Academic Life Satisfaction		
	Score	f	Per-centage	Score	f	Per-centage	Score	f	Per-centage
Very High	3.00-4.00	321	31%	4.00-5.00	146	14%	4.00-5.00	302	29%
High	2.00-2.99	621	60%	3.00-3.99	801	78%	3.00-3.99	663	64%
Low	1.00-1.99	85	09%	2.00-2.99	80	08%	2.00-2.99	62	07%
Very Low	0.00-0.99	00	00%	1.00-1.99	00	00%	1.00-1.99	00	00%

Regarding the 1027 school-going adolescents, the mean and standard deviation for the achievement motivation scale, self-concept inventory and multidimensional student's life satisfaction scale scores were found to be 2.71 (indicating high motivation) with a standard deviation of 0.51, 3.72 (indicating high self-concept) with a standard deviation of 0.48, and 3.54 (indicating high life satisfaction) with a standard deviation of 0.41 respectively as detailed in Table 4.2. Results from table 4.2, indicated that there is a positive significant correlation between multidimensional student's life satisfaction (r=0.639) and self-concept (r=0.790) with achievement motivation. The partial correlation coefficient of achievement motivation with self-concept is 0.647 while controlling the effects of multidimensional student's life satisfaction. The partial correlation coefficient of achievement motivation with multidimensional student's life satisfaction is 0.293 while controlling the effects of self-concept.

Table no 4.2: Correlations Coefficient, Mean and Standard deviation of Achievement Motivation Scale (AM), Self-Concept Inventory (SCI) and Multidimensional Student's Life Satisfaction Scale (MSLSS) score of School-Going Adolescents

	Correlation	Partial Correlation		
	Achievement Motivation(A)	Achievement Motivation(A)	Mean	Std. Deviation
Achievement Motivation (A)	1.00		2.71	0.51
Self-Concept (C)	r_{AC} =.790**	$r_{AC.B}$ =.647**	3.72	0.48
Multidimensional Student Life Satisfaction (B)	r_{AB} =.639**	$r_{AB.C}$=.293**	3.54	0.41
N= 1024	** Correlation is significant at the 0.01 level (2-tailed)			

Figures 4.1a and 4.1b illustrate a correlation plot representing the relationship between the scores on the self-concept inventory, multidimensional student's life satisfaction scale and achievement motivation scale for the participants.

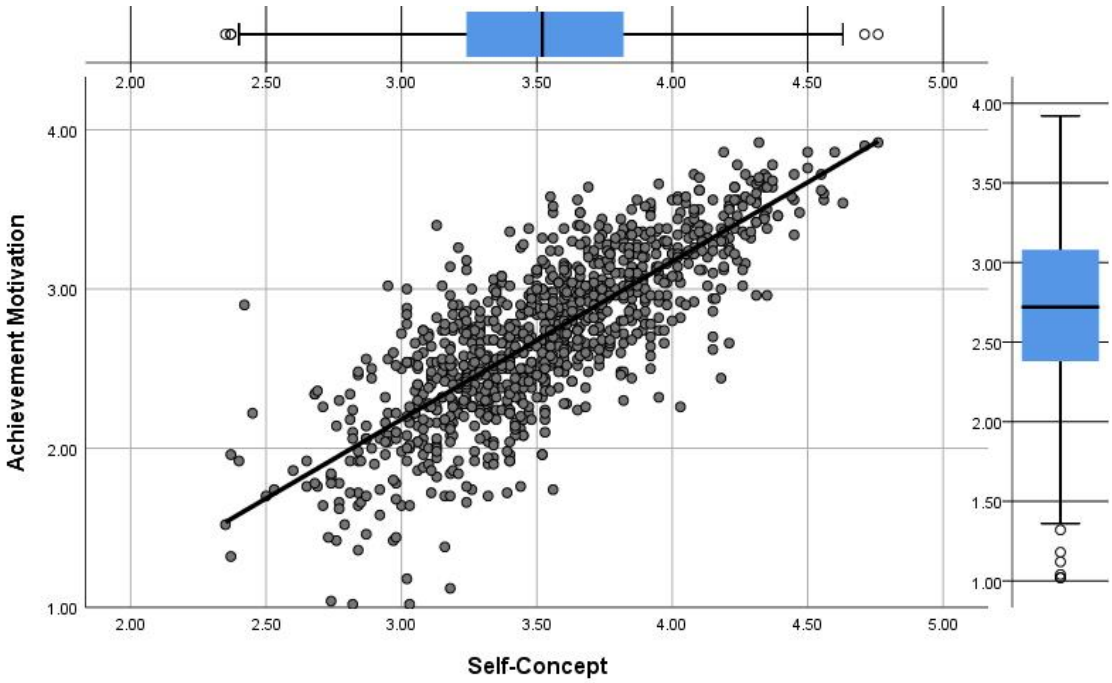

Figure 4.1a Correlation plot between Self-Concept Inventory and Achievement Motivation Scale scores (r = 0.790)

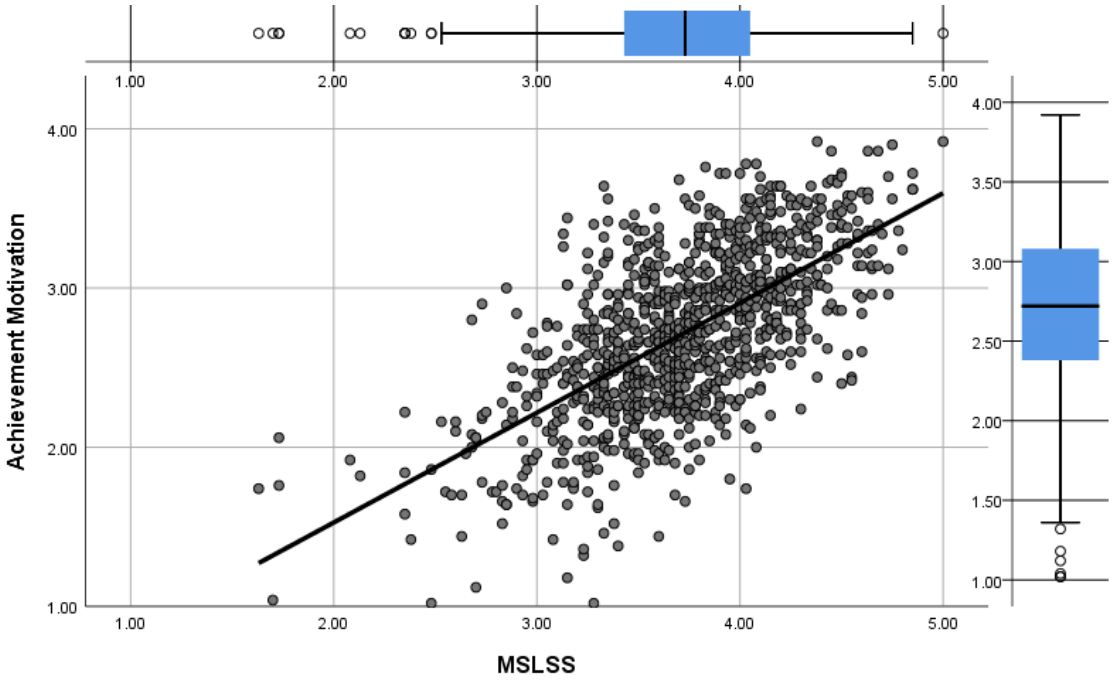

Figure 4.2b Correlation plot between Multidimensional Student's Life Satisfaction Scale and Achievement Motivation Scale scores (r= 0.639)

To examine the influence of various facets of self-concept and multidimensional student's life satisfaction on the achievement motivation of school-going adolescents, a stepwise multiple regression analysis was conducted. Table 4.3.1(a) presents the outcomes, indicating that eight specific independent variables were included in the multiple regression analysis.

Table-4.3.1(a): Variables Entered in Multiple Regression Analysis Considering Deo-Mohan Achievement Motivation Scale (n-Ach) Score as Dependent Variable

Model	Variables Entered	Method
1	Job Related Self-Concept	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Cognitive Self-Concept	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
3	Family Life Satisfaction	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
4	Self-Confidence	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
5	School Life Satisfaction	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
6	Self-Concept Related to Personality Traits	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
7	Political Self-Concept	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
8	Friend Life Satisfaction	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Method of analysis – Here **stepwise** method of analysis was considered.

Table 4.3.1(b) provides the model summary for the multiple regression analysis. The results indicate that the changes in F were remarkably significant across all eight models. The multiple correlation (R) between achievement motivation and the linear combination of 'Job-Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence, School Life Satisfaction, Self-Concept Related to Personality Traits, Political Self-Concept, and Friend Life Satisfaction' is 0.859. The multiple R^2 is 0.74. The linear combination of 'Job-Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence, School Life Satisfaction, Self-Concept Related to Personality Traits, Political Self-Concept, and Friend Life Satisfaction' explains 74% variance in achievement motivation. The adjusted R^2 value is 0.74.

Table-4.3.1(b): Model Summary in Multiple Regression Analysis Considering Deo-Mohan Achievement Motivation Scale (n-Ach) Score as Dependent Variable

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate	Change Statistics				
					R^2 Change	F Change	df_1	df_2	Sig. F Change
1	.761[a]	0.58	0.58	0.33	0.58	1409.12	1.00	1025.00	0.00
2	.817[b]	0.67	0.67	0.30	0.09	270.13	1.00	1024.00	0.00
3	.837[c]	0.70	0.70	0.28	0.03	112.51	1.00	1023.00	0.00
4	.847[d]	0.72	0.72	0.27	0.02	66.25	1.00	1022.00	0.00
5	.854[e]	0.73	0.73	0.27	0.01	39.64	1.00	1021.00	0.00
6	.857[f]	0.74	0.73	0.27	0.01	23.62	1.00	1020.00	0.00
7	.858[g]	0.74	0.74	0.26	0.00	7.74	1.00	1019.00	0.01
8	**.859[h]**	**0.74**	**0.74**	0.26	0.00	3.91	1.00	1018.00	0.05

a. Predictors: (Constant), Job Related Self-Concept
b. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept
c. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family (Life Satisfaction)
d. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence
e. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence, School Life Satisfaction
f. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence, School Life Satisfaction, Self-Concept Related to Personality Traits
g. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence, School Life Satisfaction, Self-Concept Related to Personality Traits, Political Self-Concept
h. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence, School Life Satisfaction, Self-Concept Related to Personality Traits, Political Self-Concept, Friend Life Satisfaction

Table 4.3.1(c) displays the ANOVA results in the context of multiple regression analysis. The findings highlight that the F-values were highly significant for all eight models. The final calculated value of the F is 358.02 which is significant at the .01 level.

Table-4.3.1(c): ANOVA in Multiple Regression Analysis Considering Deo-Mohan Achievement Motivation Scale (n-Ach) Score as Dependent Variable

Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	156.77	1.00	156.77	1409.12	.000[b]
	Residual	114.03	1025.00	0.11		
	Total	270.80	1026.00			
2	Regression	180.57	2.00	90.29	1024.62	.000[c]
	Residual	90.23	1024.00	0.09		
	Total	270.80	1026.00			
3	Regression	189.51	3.00	63.17	794.97	.000[d]
	Residual	81.29	1023.00	0.08		
	Total	270.80	1026.00			
4	Regression	194.46	4.000	48.62	650.82	.000[e]
	Residual	76.34	1022.000	0.08		
	Total	270.80	1026.000			
5	Regression	197.31	5.000	39.46	548.27	.000[f]
	Residual	73.49	1021.000	0.07		
	Total	270.80	1026.000			
6	Regression	198.98	6.000	33.16	470.95	.000[g]
	Residual	71.82	1020.000	0.07		
	Total	270.80	1026.00			
7	Regression	199.52	7.00	28.50	407.44	.000[h]
	Residual	71.28	1019.00	0.07		
	Total	270.80	1026.00			
8	Regression	199.79	8.00	24.97	**358.02**	.000[i]
	Residual	71.01	1018.00	0.07		
	Total	270.80	1026.00			

a. Dependent Variable: Achievement Motivation
b. Predictors: (Constant), Job Related Self-Concept
c. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept
d. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction
e. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence
f. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence, School Life Satisfaction
g. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence, School Life Satisfaction, Self-Concept Related to Personality Traits
h. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence, School Life Satisfaction, Self-Concept Related to Personality Traits, Political Self-Concept
i. Predictors: (Constant), Job Related Self-Concept, Cognitive Self-Concept, Family Life Satisfaction, Self-Confidence, School Life Satisfaction, Self-Concept Related to Personality Traits, Political Self-Concept, Friend Life Satisfaction

Table 4.3.1(d) presents the coefficients obtained from the multiple regression analysis.

Table-4.3.1(d): Coefficients in Multiple Regression Analysis Considering Deo-Mohan Achievement Motivation Scale (n-Ach) Scores of School-Going Adolescents as Dependent Variable

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	Std. Error	β		
1	(Constant)	0.30	0.07		4.63	0.00
	Job Related Self-Concept	0.68	0.02	0.76	37.54	0.00
2	(Constant)	0.11	0.06		1.80	0.07

	Job Related Self-Concept	0.42	0.02	0.47	18.74	0.00
	Cognitive Self-Concept	0.37	0.02	0.41	16.44	0.00
3	(Constant)	-0.27	0.07		-4.02	0.00
	Job Related Self-Concept	0.36	0.02	0.40	15.98	0.00
	Cognitive Self-Concept	0.33	0.02	0.37	15.36	0.00
	Family Life Satisfaction	0.18	0.02	0.21	10.61	0.00
4	(Constant)	-0.33	0.07		-5.11	0.00
	Job Related Self-Concept	0.28	0.02	0.31	11.79	0.00
	Cognitive Self-Concept	0.29	0.02	0.33	13.47	0.00
	Family Life Satisfaction	0.17	0.02	0.20	10.09	0.00
	Self-Confidence	0.14	0.02	0.19	8.14	0.00
5	(Constant)	-0.45	0.07		-6.81	0.00
	Job Related Self-Concept	0.26	0.02	0.29	11.06	0.00
	Cognitive Self-Concept	0.27	0.02	0.30	12.48	0.00
	Family Life Satisfaction	0.13	0.02	0.15	7.58	0.00
	Self-Confidence	0.14	0.02	0.18	7.84	0.00
	School Life Satisfaction	0.11	0.02	0.13	6.30	0.00
6	(Constant)	-0.49	0.07		-7.45	0.00
	Job Related Self-Concept	0.21	0.03	0.24	8.33	0.00
	Cognitive Self-Concept	0.26	0.02	0.29	12.03	0.00
	Family Life Satisfaction	0.12	0.02	0.14	7.14	0.00
	Self-Confidence	0.12	0.02	0.16	6.96	0.00
	School Life Satisfaction	0.10	0.02	0.12	5.68	0.00
	Self-Concept Related to Personality Traits	0.10	0.02	0.12	4.86	0.00
7	(Constant)	-0.56	0.07		-7.97	0.00
	Job Related Self-Concept	0.20	0.03	0.22	7.69	0.00
	Cognitive Self-Concept	0.25	0.02	0.28	11.84	0.00
	Family Life Satisfaction	0.12	0.02	0.14	7.12	0.00
	Self-Confidence	0.12	0.02	0.16	6.80	0.00
	School Life Satisfaction	0.10	0.02	0.12	5.71	0.00
	Self-Concept Related to Personality Traits	0.10	0.02	0.12	4.72	0.00
	Political Self-Concept	0.05	0.02	0.05	2.78	0.01
8	(Constant)	**-0.59**	0.07		-8.23	0.00
	Job Related Self-Concept	**0.19**	0.03	0.22	7.61	0.00
	Cognitive Self-Concept	**0.25**	0.02	0.28	11.83	0.00
	Family Life Satisfaction	**0.12**	0.02	0.14	6.77	0.00
	Self-Confidence	**0.12**	0.02	0.16	6.84	0.00
	School Life Satisfaction	**0.09**	0.02	0.11	4.89	0.00
	Self-Concept Related to Personality Traits	**0.09**	0.02	0.11	4.49	0.00
	Political Self-Concept	**0.05**	0.02	0.05	2.82	0.01
	Friend Life Satisfaction	**0.03**	0.02	0.04	1.98	0.05

For the model-8 the linear multiple regression equation was as follows:

$$\textbf{Achievement Motivation} = \begin{vmatrix} -0.59 \\ 0.19 \\ 0.25 \\ 0.12 \\ 0.12 \\ \\ \\ \\ 0.09 \\ 0.09 \\ 0.05 \\ 0.03 \end{vmatrix} \times 1 \quad \begin{matrix} \text{Job-Related Self-Concept} \\ \text{Cognitive Self-Concept} \\ \text{Family Life Satisfaction} \\ \text{Self-Confidence} \\ \text{School Life Satisfaction} \\ \text{Self-Concept Related to Personality Traits} \\ \text{Political Self-Concept} \\ \text{Friend Life Satisfaction} \end{matrix}$$

Achievement Motivation = -0.59 +0.19× Job Related Self-Concept + 0.25 × Cognitive Self-Concept + 0.12 × Family Life Satisfaction +0.12 × Self-Confidence + 0.09 × School Life Satisfaction + 0.09 × Self-Concept Related to Personality Traits + 0.05× Political Self-Concept +0.03 × Friend Life Satisfaction

5. Discussion

The correlation analysis revealed a strong positive connection between self-concept, academic life satisfaction, and achievement motivation in adolescents. Notably, higher self-concept and life satisfaction scores were linked to increased motivation for achievement, while lower scores were associated with decreased motivation. School-going adolescents' self-concept significantly influenced their confidence in tackling specific tasks or challenges. Those with a positive self-concept tended to have greater faith in their abilities, leading to increased motivation for achievement. With a strong sense of self-efficacy, they believed they could overcome obstacles and achieve their goals, fostering a resilient and motivated mindset. This finding aligned with previous research (**Awan et al., 2011; Arul Lawrence & Vimala, 2013; Khan & Alam, 2015; Ubhe & Bombra, 2017; Rout & Pathak, 2017; Behera, 2017; Antony, 2017; Shaheen & Rafi, 2018**), which suggested that individuals with a positive self-concept tended to have higher achievement motivation. Students who experienced satisfaction possessed a motivated mindset, which drove them to set ambitious academic goals and work diligently to achieve them. Their satisfaction served as a catalyst, propelling them to strive for excellence. This suggested that the key to attaining exceptional goals lay in deriving self-satisfaction, supplemented by support and encouragement from others, such as parents, friends, and teachers. By fostering a sense of satisfaction, individuals unlock their motivation and reach their full potential. This outcome was consistent with earlier studies that found a positive relationship between life satisfaction and achievement motivation (**Dumitrescu et al., 2010**), psychological well-being and achievement motivation (**Nisa et al., 2017**), and happiness and achievement motivation among both male and female students (**Hassanzadeh & Mahdinejad, 2013**).

The results from the multiple regression analysis suggested that the achievement motivation of school-going adolescents was shaped by several factors, including (a) family life satisfaction (b) school life satisfaction (c) friend life satisfaction (d) cognitive self-concept (e) study-related self-concept (f) self-confidence (g) self-concept related to personality traits, and (h) political self-concept. The justification for these findings was understood based on these influencing factors. When learners received support and encouragement from parents and teachers at a young age, it sparked motivation within them. As they progressed through school, continued love and support from family, teachers, and friends fostered deeper engagement in academic activities and contributed to their overall life satisfaction. Developing a positive self-concept in their academic abilities became a primary driver of motivation. Initially, students relied on the love and solidarity of those around them for inspiration. Neglect at home hindered both motivation and life satisfaction, while success and recognition enhanced their sense of fulfillment and motivation. Repeated achievements cultivated a cognitive self-concept, earning praise and recognition from others. This, in turn, developed a positive study-related self-concept, leading to long-term engagement in academic activities. Self-confidence and a growth mindset enabled individuals to tackle challenging tasks, a key aspect of achievement motivation. Those with a weaker cognitive self-concept tended to shy away from difficult tasks, doubting their ability to succeed, which negatively impacted their life satisfaction.

Adolescents with high achievement motivation and a strong drive to succeed generally reported high levels of satisfaction with their family life, where parents actively supported and assisted in their studies, fostering a positive home environment conducive to academic success (**Acharya & Joshi, 2011; Karamadi et al., 2018; Dewan & Singh, 2018**). Enjoyable and productive study sessions with parents contributed to strong family communication and academic performance (**Suvidha & Gera, 2019; Joshi & Acharya, 2013**). Educated parents emphasized the importance of effort in academics, positively influencing their children's satisfaction and motivation (**Acharya & Joshi, 2009; Rosen & D'Andrade, 1959; McClelland et al., 1953**). Families with educated parents were particularly supportive, encouraging academic persistence (**Suvidha & Gera, 2019**). In less educated families, sincere dedication to children's education was critical, with a strong parent-child bond enhancing motivation (**Park & Kim, 2006**). Conversely, adolescents with moderate or low achievement motivation often expressed lower family life satisfaction, particularly when parents were less educated, less involved, and had minimal expectations for their children's education. In such cases, family life satisfaction and achievement motivation were diminished due to economic hardships and parental neglect.

Adolescents with strong achievement motivation experienced elevated levels of school-life satisfaction, eagerly attending school, enjoying activities, and benefiting from engaging learning opportunities. Their school-life satisfaction was further enhanced by a sense of competition and cooperation among classmates. Conversely, low-motivated adolescents disliked school, often wished to skip classes, and experienced minimal cooperation with peers, leading to decreased school-life satisfaction and higher absenteeism. These findings were consistent with **Goodenow and Grady (1993)**, who highlighted the positive association between school belonging and motivation, as well as with **Martin, Marsh, McInerney, Green, and Dowson (2007)**, who emphasized the impact of teacher-student relationships on academic motivation. **Dweck and Leggett (1988)** also found that praise for effort from teachers fostered a growth mindset in students. Similarly, adolescents with high

achievement motivation experienced high levels of friend-life satisfaction, enjoying support in their studies and companionship during leisure time. This satisfaction stemmed from being well-treated by their friends, leading to strong and fulfilling friendships. In contrast, low-motivated adolescents were often dissatisfied with their friends, perceiving them as unsupportive and viewing themselves as unmotivated. This observation was supported by **Nelson and DeBacker (2008)**, who found that adaptive achievement motivation was linked to high-quality friendships and peers who valued academics, whereas low motivation was associated with unsupportive friendships and peers who disregarded school values.

In the educational setting, a student's cognitive self-concept played a crucial role in shaping their academic achievement motivation. Those who possessed a positive self-view of their abilities and intelligence tended to be more motivated to excel, set ambitious goals, and persist in the face of challenges. This confidence empowered them to take risks and explore innovative solutions, further fuelling their achievement motivation. On the other hand, students with a lower cognitive self-concept often set more conservative goals and avoided difficult tasks due to fear of failure. Effective time management and persistence could also have enhanced a student's study-related self-concept, leading to increased motivation. Conversely, individuals with low self-confidence might have exhibited learned helplessness, limited their academic aspirations and efforts, and hindered their achievement motivation. This finding aligned with previous research indicating that individuals with a strong academic self-concept (**Marsh et al., 2005; Abaidoo et al., 2021; Guay et al., 2010; Kulakow, 2020; Ommundsen et al., 2005**), competence self-concept (**Zanobini & Usai, 2002; Ryan & Deci, 2002**), ability self-concept (**Skaalvik, 1997; Steinmayr et al., 2019**), self-perceptions of competence (**Thérèse Bouffard et al., 2003; Harter et al., 1992**), perceived academic competence (**Boggiano et al., 1988; Ferla et al., 2010**), and school self-concept (**Bakadorova & Raufelder, 2016; Areepattamannil, 2012**) tended to exhibit higher achievement motivation.

An individual's self-concept significantly influenced their attribution of success and failure. Those with a positive self-concept tended to attribute successes to their abilities and efforts while blaming external factors for failures, as described by **Bernard Weiner (1985, 1992).** This attribution style fostered resilience and enhanced achievement motivation. According to Nicholls' developmental stages (**Nicholls, 1978**), perceived competence evolved over time. Initially, average-performing students displayed high achievement goals, leading to increased motivation. However, as they progressed to higher grades, challenges such as inadequate subject understanding and a lower cognitive self-concept led to decreased academic engagement and motivation during adolescence. This finding aligned with longitudinal research by **Thérèse Bouffard et al. (2003), Zanobini and Usai (2002)**, and **Harter et al. (1992)**, which found that self-perceived competence and academic self-concept influenced motivation and academic performance, with changes in perceived competence impacting intrinsic motivation during educational transitions.

The research of **Carl Rogers (1951)** and **Atkinson (1957, 1964)** highlighted the significant impact of academic experiences on students' self-concept and motivation. Success fostered a positive self-image, pride, and motivation, while repeated failures led to negative self-perception, decreased motivation, and potential depression. The achievement motive was shaped by experiences of success and failure, and prolonged success or failure could lead to corresponding changes in self-concept and motivation. Notably, some students experienced a decline in motivation due to repeated failures in higher grades, which led to the development of a low-ability self-concept. This underscored the importance of supporting students' perceived competence and fostering a positive self-concept to promote motivation and achievement.

6. Conclusion

In conclusion, the achievement motivation of school-going adolescents is significantly influenced by their self-concept and academic life satisfaction. Several factors contribute to shaping this motivation, including family life satisfaction, school life satisfaction, satisfaction derived from friendships, and various aspects of self-concept such as cognitive self-concept, study-related self-concept, self-confidence, personality traits, and political self-concept. By enhancing self-concept and academic life satisfaction through targeted counseling and supportive interventions, it is possible to foster and strengthen achievement motivation in adolescents effectively.

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