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Research Article

A probe into Achievement Motivation, Self-Concept and Academic Life Satisfaction of Male and Female School-Going Adolescents – A Comparative Study

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ABSTRACT

This research utilized a descriptive survey method with a comparative design to examine the differences in Achievement Motivation, Self-Concept, and Academic Life Satisfaction between male and female school-going adolescents. The study involved a sample of 1,027 Bengali-speaking adolescents, aged 14-16, from classes IX and X in the South 24 Parganas district of West Bengal. The instruments used were the Deo-Mohan Achievement Motivation Scale (Deo & Mohan, 1985), the Self-Concept Inventory (Shah, 1986) and the Multidimensional Student's Life Satisfaction Scale (Huebner et al., 1998). The findings revealed that adolescents generally exhibited high levels of achievement motivation, self-concept, and academic life satisfaction. Importantly, female adolescents scored significantly higher than their male counterparts in all three areas, highlighting a gender difference in these psychological attributes.

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

1. Introduction

According to McClelland's achievement motivation theory (**McClelland, Atkinson, Clark & Lowell, 1953**), achievement motivation is characterized by a drive to succeed, often competitively, based on self-set or external standards of excellence. This drive encompassed a desire for unique accomplishments, high standards, persistence through challenges, and long-term goal pursuit (**McClelland, 1961**). **Atkinson (1957, 1964)** added that individuals sought situations that fostered pride and success while avoiding those that might lead to shame or failure. Achievement goal theories distinguished between task-oriented (self-referent) and ego-oriented (other-referent) goals (**Nicholls, 1984, 1989**), as well as mastery/learning and performance goals (**Dweck, 1986**). Additionally, **Duda and Nicholls (1992)** outlined three dimensions of achievement motivation: task orientation (desire for understanding), ego orientation (desire for superiority), and work avoidance (goal of minimizing effort).

Self-concept was a crucial aspect of self-perception, defined by **Rogers (1959)** as a comprehensive and organized framework encompassing an individual's perceptions of themselves in relation to others and various life aspects. **Cooley (1902)** likened the self to a reflection, while **Rogers (1951)** described it as a self-image comprising *self-identity*, *self-evaluation*, and *self-ideal*. **Shavelson, Hubner and Stanton (1976)** characterized self-concept as multifaceted, hierarchical, and evaluative, with **Hurlock (1974)** outlining its components, including *perceptual*, *conceptual*, and *attitudinal* aspects. The **Shavelson, Hubner and Stanton (1976)** model positioned the global self-concept at the top, dividing it into academic and non-academic components, with non-academic self-concept encompassing social, emotional, and physical aspects. Academic self-concept (ASC) was further divided into subject-specific areas, with **Marsh and Shavelson (1985)** categorizing ASC into *Math/academic* self-concept and *Verbal/academic* self-concept. **Skaalvik (1997)** distinguished between the *descriptive/evaluative* and *affective/motivational* aspects of academic self-

concept, highlighting its impact on students' attitudes, feelings, beliefs, and perceptions about their academic abilities and performance.

Life satisfaction refers to a person's cognitive, judgmental process which includes his or her evaluations and feelings about the quality of life as a whole (**Diener, 1994**). It represented a person's overall evaluation of their life, combining cognitive and affective assessments. Life satisfaction is a global evaluation of one's life quality, involving both cognitive judgments and emotional experiences (**Diener, 2000; Diener, Lucas & Oishi, 2002**). It was characterized as a positive assessment of one's present whole life quality (**Veenhoven, 2014**). This subjective evaluation encompassed various life aspects, such as family, friends, school, community, and self-perceptions (**Huebner, 1994**). Multidimensional measures of life satisfaction provided a detailed understanding of adolescents' perceived quality of life (**Huebner, Laughlin, Ash & Gilman, 1998**). Specifically, academic life satisfaction refers to the contentment derived from achieving significant academic goals or aspirations, based on individual subjective perceptions.

1.1 Rationale of the Study

This study aimed to:

1. Examined the current status of achievement motivation, self-concept and academic life satisfaction among school-going adolescents, providing a comprehensive understanding of their psychological and educational well-being.
2. Investigated and compared the differences in achievement motivation, self-concept and academic life satisfaction between male and female school-going adolescents, identifying potential gender-based variations and their implications.

By exploring these aspects, the study sought to contribute to the existing body of knowledge and offer valuable insights for educators, policymakers, and stakeholders to support the holistic development of adolescents.

1.2 Objective of the Study

The objectives of the study were

i) To know the present state of affairs of ***Achievement Motivation*** of the school-going adolescents considering both male and female as a whole;
ii) To know the present state of affairs of ***Self-Concept*** of the school-going adolescents considering both male and female as a whole;
iii) To know the present state of affairs of ***Academic Life Satisfaction*** of the school-going adolescents considering both male and female as a whole;
iv) To compare the ***Achievement Motivation*** between the male and female school-going adolescents;
v) To compare the ***Self-Concept*** between the male and female school-going adolescents;
vi) To compare the ***Academic Life Satisfaction*** between the male and female school-going adolescents.

The **Hypotheses** were—

H_1-The school-going adolescents considering both male and female as a whole have high **Achievement Motivation**.
H_2-The school-going adolescents considering both male and female as a whole have high **Self-Concept**.
H_3-The school-going adolescents considering both male and female as a whole have high **Academic Life Satisfaction**.
H_4-The **male** and **female** school-going adolescents do not differ with respect to their **Achievement Motivation**.
H_5-The **male** and **female** school-going adolescents do not differ with respect to their **Self-Concept**.
H_6-The **male** and **female** school-going adolescents do not differ with respect to their **AcademicLife Satisfaction**.

2. Review of the Literature

2.1 Achievement Motivation:

The studies reviewed provide insights into the achievement motivation of students across various regions and demographics. **Char, Mahato, Karmakar, and Adhikari (2022)** found that school-going adolescents in Purulia, West Bengal, were highly motivated academically. Similarly, **Hasan and Sarkar (2018)** reported relatively high levels of achievement motivation among secondary school students in Uttar Dinajpur, West Bengal. In Ethiopia, **Tefera and Sitota (2016)** observed satisfactory academic motivation among students at Haramaya Senior Secondary and Preparatory School. **Sa (2006)** highlighted that non-ethnic secondary school students exhibited higher motivation, potentially due to supportive family dynamics. However, other studies found average or below-average motivation levels. For instance, **Abu-Alkeshek (2021)** noted that students in Jordanian public schools generally displayed average achievement motivation at the basic stage. **Sam Paul (2019)** reported moderate motivation among teenagers in the Kandy district, Sri Lanka. Similarly, **Muthaiyan (2015)** found that high school students in Tamil Nadu's Ariyalur district had moderate motivation levels, and **Wani and Masih (2015)** observed that 46.5% of high school students exhibited

average achievement motivation. **Aippunny and War (2021)** found below-average motivation among higher secondary students in Thrissur, Kerala, due to various factors like peer pressure and family stress.Gender differences in achievement motivation were also examined**. Wani and Masih (2015)**, **Veena and Shastri (2013)**, and **Aippunny and War (2021)** all reported higher motivation levels among female students. **Kishor and Rana (2010)** observed that urban boys had higher motivation scores than rural boys, while rural girls outperformed urban girls. Conversely, **Muthaiyan (2015)**, **Kumar (2015)**, and **Lalsangpuii (2013)** found no significant gender differences in motivation among students in Tamil Nadu, Himachal Pradesh, and Mizoram, respectively. Similarly, **Pakira and Mohakud (2017)** found no notable gender differences in achievement motivation among higher education students in West Bengal. Overall, these studies highlight the complexity of achievement motivation, with variations across regions, family dynamics, and gender.

2.2 Self-Concept:

Research on self-concept among students has yielded mixed results. **Vats (2018)** found that ninth-grade students generally had an above-average self-concept, consistent with **Char et al. (2022)**, who reported high self-concept levels among adolescents in Purulia district. **Nimbhorkar and Bhende (2016)** also observed high self-concepts among B.Ed. students, especially in most dimensions. **Khandelwal and Gaur (2017)** concluded that adolescents in co-educational schools had higher self-concepts than those in single-sex schools. However, **Arul Lawrence and Vimala (2013)** found that high school students had moderate self-concept levels, with girls scoring higher than boys, a difference attributed to societal and familial emphasis on girls. Similarly, **Nimbhorkar and Bhende (2016)** found higher self-concepts in female B.Ed. students compared to males. **Khandelwal and Gaur (2017)** noted that girls in coeducational schools excelled in social and intellectual domains, while boys excelled in aesthetic and character domains. **Khan and Alam (2015)** found significant gender differences in social and moral self-concepts among high school students in Aligarh, while **Rath and Nanda (2012)** highlighted that personal self-concept was stronger in boys, whereas physical and social self-concepts were stronger in girls. **Sullivan (2009)** observed that academic self-concept varied by gender, with boys excelling in mathematics and science, and girls in English. In contrast, **Marsh and Ayotte (2003)** found minimal gender differences in self-concept, suggesting similar development patterns for boys and girls. **Vats (2018)** also challenged the notion of significant gender differences, finding a positive relationship between gender and self-concept among ninth-graders. **Khan and Alam (2015)** reported no gender differences in various aspects of self-concept among high school students in Aligarh. **Minnal kodi (1997)** and **Saikh and Parvin (2017)** similarly found no significant gender differences in self-concept among higher secondary students and B.Ed. teacher trainees, respectively.

2.3 AcademicLife Satisfaction:

The research yielded varying findings on life satisfaction among adolescents. **Char et al. (2017, 2023)** and **Das, Adhikari, and Bhattacharya (2020)** reported high life satisfaction levels among adolescents in Purulia district and female learners in West Bengal, respectively. **Manna et al. (2023)** found that over 61% of adolescents aged 14-19 years exhibited varying levels of life satisfaction. **Greenspoon and Saklofske (1997)** observed elevated satisfaction levels among Canadian children across different life domains. **Gallego et al. (2021)** also found high life satisfaction among young people. However, **Radhika (2024)** highlighted the influence of gender on life satisfaction, with self-esteem predicting increased life happiness in both boys and girls. **Rath and Patra (2018)** found that female students tended to perform better in terms of family and school satisfaction, supporting the role of gender in shaping life satisfaction. Conversely, **Gallego et al. (2021)** and **Šimunović and Olčar (2022)** reported that male adolescents scored higher in life satisfaction than female adolescents, particularly among those participating in sports and music programs.The review highlights various studies on the relationship between life satisfaction and factors like family, peer, and school support among adolescents. **Char, Karmakar, Saha and Adhikari (2023)** reported that adolescents in Purulia district, West Bengal, experienced high life satisfaction due to strong familial and school support. Similarly, **Das, Adhikari and Bhattacharya (2020)** found that while female students in West Bengal were motivated by family and school, they received less encouragement from friends and their environment. **Alfaro et al. (2024)** identified a significant link between life satisfaction and support from family, peers and schools. **Vidić's (2024)** analysis revealed that age and teacher support were key predictors of school satisfaction, which in turn predicted overall life satisfaction. **Rath and Patra (2018)** found that students with strong parental relationships experienced greater life satisfaction across various domains. **Chow (2008)** echoed this, noting that good parental relationships correlated with higher life satisfaction.

3. Research Methodology

This study utilized a descriptive survey method and comparative design to examine and describe the differences between male and female participants without introducing any experimental manipulations.

3.1 Variables

3.1.1 Independent Variable

In the gender-based comparative analysis of the current study, gender served as the independent variable with two levels: male and female.

3.1.2 Dependent Variables

In the gender-based comparative analysis of the current study, the dependent variables included achievement motivation, self-concept, and academic life satisfaction.

3.2 Sampling

The study's sample was selected from government-sponsored and government-aided secondary and higher secondary schools in South 24 Parganas, West Bengal, using a multiphasic stratified random sampling technique. The district was initially divided into 30 blocks, with 20 rural blocks chosen purposefully for the study. One school from each of these 20 blocks was then randomly selected, resulting in a total sample of 20 schools.

3.3 Sample

The study involved 1,027 Bengali-speaking adolescents, aged 14 to 16 years, who were randomly chosen from classes IX and X in 20 schools. The participant group included 572 male students and 455 female students, providing a varied representation of the target age group.

3.4 Tools of Research

The study utilized the following research tools for data collection:

3.4.1 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 an extensive assessment tool with 50 items, including 37 positive and 13 negative statements, organized into 15 subscales. The scale assesses achievement motivation in three main areas: academic factors (such as academic motivation, need for achievement, challenge, anxiety, importance of grades, and attitude toward education), social interest factors (including interpersonal relations and individual concern), and general interests and competition in co-curricular activities (such as dramatics and sports). Participants rate each item on 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 to 4 and a midpoint of 2. The scale exhibited high reliability ($\alpha = 0.941$) and validity, ensuring accurate measurement of achievement motivation.

3.4.2 Self-Concept Inventory (Shah, 1986):

The Self-Concept Inventory (SCI), created by Dr. Beena Shah, is a detailed assessment tool containing 62 items across 10 subscales. These subscales assess various self-concept dimensions, including social, emotional, physical, cognitive, aesthetic, political, job-related, self-confidence, beliefs and traditions, and personality traits. Participants rate each item on a 5-point Likert scale, from "Always" to "Never." For this study, a Bengali version of the SCI was used, with a normalized mean score ranging from 1 to 5 and a midpoint of 3. The scale showed high reliability ($\alpha = 0.918$) and validity, ensuring precise measurement of self-concept aspects.

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

The Multidimensional Student's Life Satisfaction Scale (MSLSS) is a thorough tool for evaluating adolescent well-being. It includes 40 items divided into five subscales: family (7 items), friends (9 items), school (8 items), living environment (9 items), and self (7 items). Participants assess each item on a 5-point Likert scale, from "Strongly Disagree" to "Strongly Agree." In this study, the Bengali version of the scale was employed, with a normalized mean score from 1 to 5 and a midpoint of 3. The scale demonstrated high reliability ($\alpha = 0.914$) and validity, providing an in-depth view of adolescents' life satisfaction across various areas.

4. Results

4.1 Descriptive Presentation

The results from the descriptive analysis of achievement motivation, self-concept, and Multidimensional Student Life Satisfaction are presented below to examine the following hypotheses.

H_1-The school-going adolescents considering both male and female as a whole have high Achievement Motivation.

H_2-The school-going adolescents considering both male and female as a whole have high Self-Concept.

H_3-The school-going adolescents considering both male and female as a whole have high Academic Life Satisfaction.

Table-4.1a: Descriptive Statistics of Deo-Mohan Achievement Motivation Scale (n-Ach) Scores, Self-Concept Inventory (SCI) Scores, Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of School-Going Adolescents

Variables	N	Range	Min.	Max.	Mean	Std. Deviation	Remark
Achievement Motivation	1027	2.90	1.02	3.92	2.71	0.51	High
Self-Concept	1027	2.41	2.35	4.76	3.54	0.41	High
Academic Life Satisfaction	1027	3.37	1.63	5.00	3.72	0.48	High

Table-4.1a exhibits the descriptive statistics of normalized mean scores on Achievement Motivation, Self-Concept and Academic Life Satisfaction, obtained by the school-going adolescents. 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, 3.54 (indicating high self-concept) with a standard deviation of 0.41, and 3.72 (indicating high life satisfaction) with a standard deviation of 0.48 respectively.

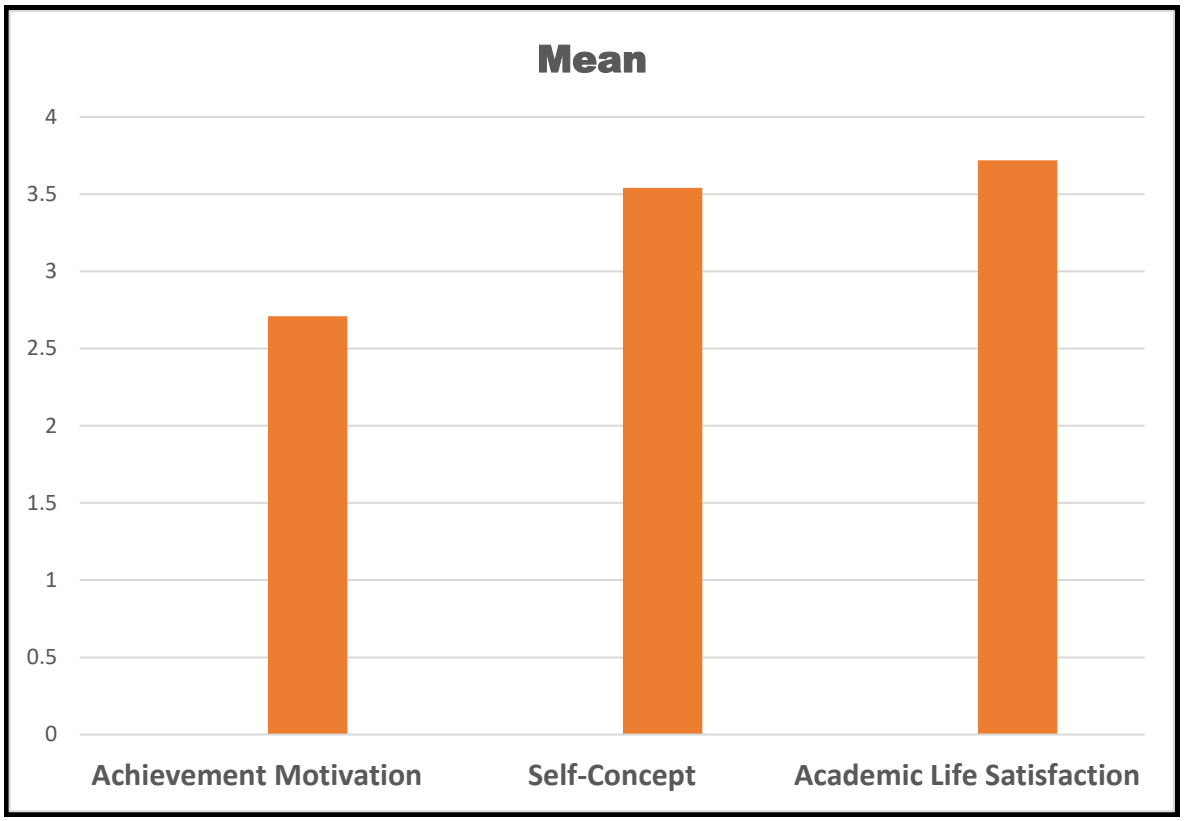

Figure 4.1a: Mean of Deo-Mohan Achievement Motivation Scale (n-Ach) Scores, Self-Concept Inventory (SCI) Scores, Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of School-Going Adolescents

Table no 4.1b: 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%

Table 4.1b 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.

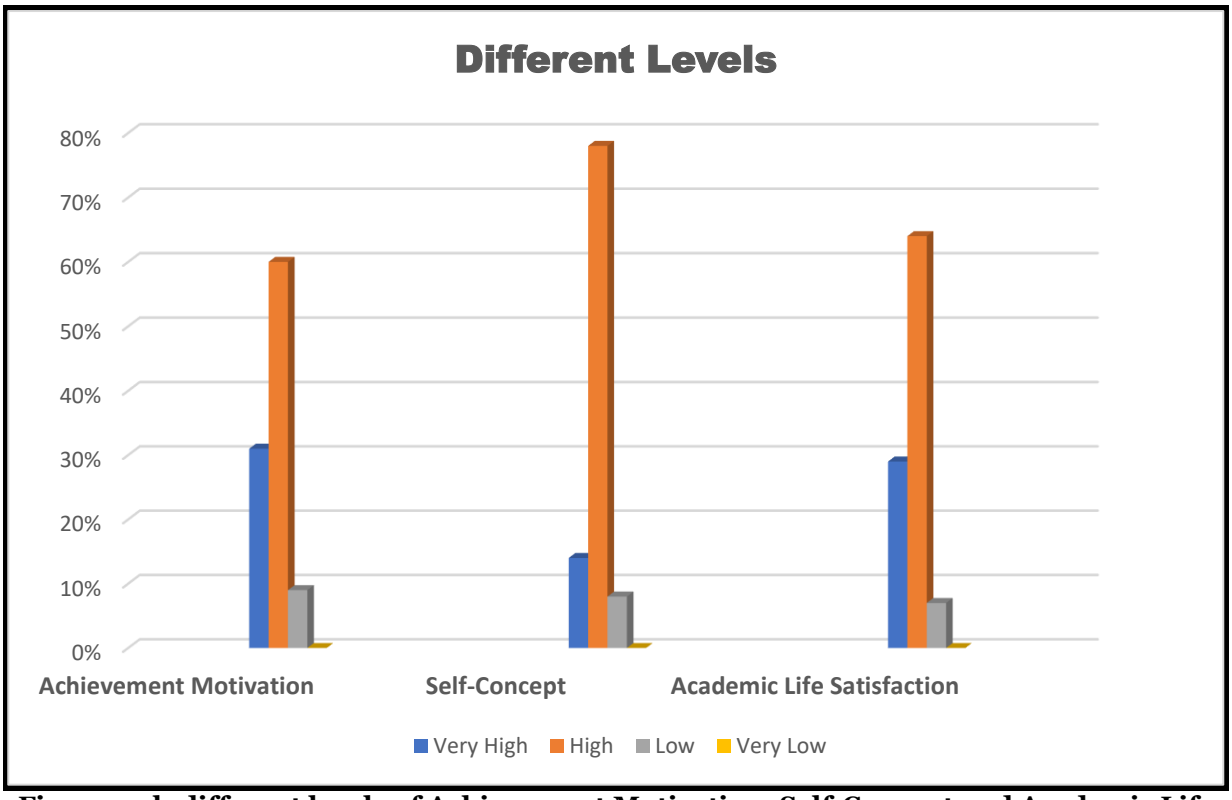

Figure 4.1b:different levels of Achievement Motivation, Self-Concept and Academic Life Satisfaction

4.2 Gender-Wise Comparative Analysis

Here the result of the gender-wise comparison for Achievement Motivation, Self-Concept, and Multidimensional Students Life Satisfaction is placed in the following table to probe into the following hypotheses.

H_4-The male and female school-going adolescents do not differ with respect to their Achievement Motivation.
H_5-The male and female school-going adolescents do not differ with respect to their Self-Concept.
H_6-The male and female school-going adolescents do not differ with respect to their Academic Life Satisfaction.

Table-4.2: Group Statistics of Deo-Mohan Achievement Motivation Scale (n-Ach) Scores, Self-Concept Inventory (SCI) Scores, Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of the Male and Female School-Going Adolescents

Variables	Gender	N	Normalized Mean	t-value	Remarks
Achievement Motivation	Male	572	2.66	t= -4.15	Here the female school-going adolescents experienced (statistically) significantly higher achievement motivation than the male school-going adolescents.
	Female	455	2.79		
Self-Concept	Male	572	3.49	t= -4.42	Here the female school-going adolescents experienced (statistically) significantly higher self-concept than the male school-going adolescents.
	Female	455	3.60		
Academic Life Satisfaction	Male	572	3.65	t= -5.62	Here the female school-going adolescents
	Female	455	3.81		

					experienced (statistically) significantly higher life satisfaction than the male school-going adolescents.

Table-4.2 exhibits the group statistics of normalized mean scores on Achievement Motivation, Self-Concept and Academic Life Satisfaction of male and female school-going adolescents. From the results of table-4.2, it is transparent that the two groups (male & female) differed (statistically) significantly in the *Deo-Mohan Achievement Motivation Scale (n-Ach)* score, *Self-Concept inventory (SCI)* score, and *Life Satisfaction Scale (MSLSS)* score. The female school-going adolescents excelled on an average (statistically) significantly than the male school-going adolescents in three cases.

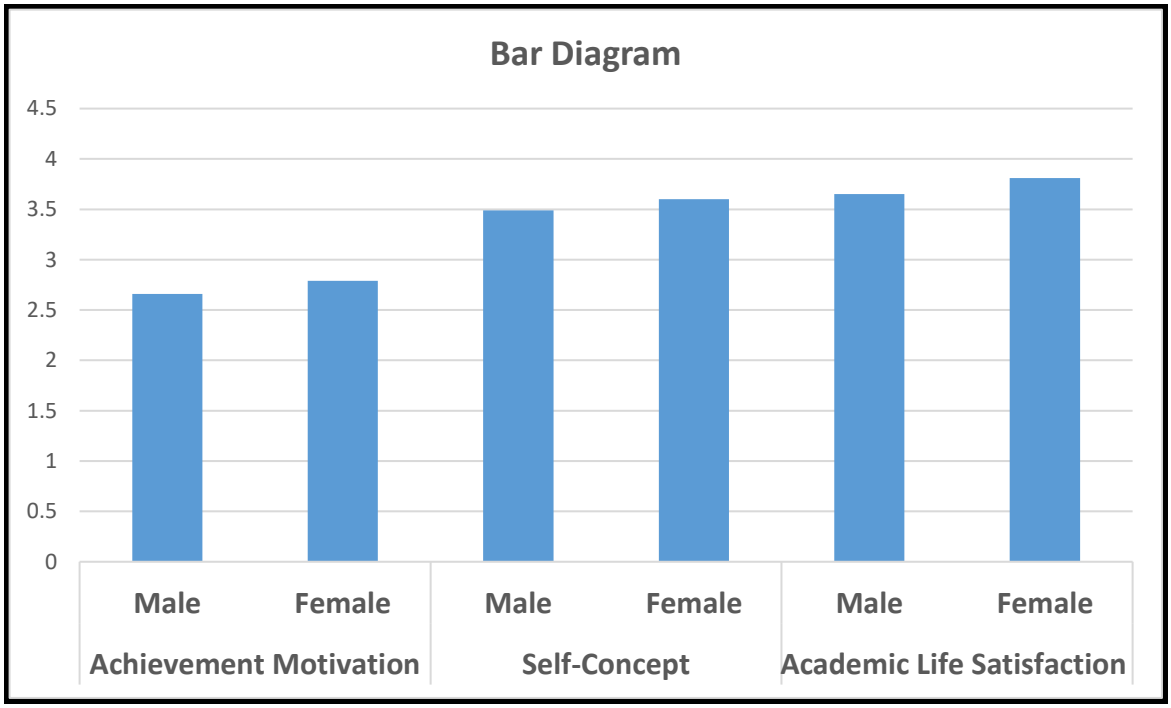

Figure 4.2: Bar Diagram of Normalized MeanScores ofAchievement Motivation, Self-Concept and Academic Life Satisfaction of the Male and Female School-Going Adolescents

5. Discussion

In achievement motivation, school-going adolescents displayed high achievement motivation, reflecting a strong internal drive to excel in academic activities. *Hence, H_1 was accepted*. This high motivation is attributed to factors like strong academic drive, realistic goals, perseverance, the intrinsic value of grades, meaningful tasks, and positive attitudes towards education and teachers. Government programs such as Kanyashree, Sabooj Sathi, and Shikshashree in West Bengal further boost students' motivation through financial, logistical, and educational support. This aligns with **Char et al. (2022)** and **Hasan and Sarkar (2018)**, who reported high motivation among students in West Bengal, and **Tefera and Sitota (2016)**, who observed similar findings in Ethiopia. Conversely, studies by **Abu-Alkeshek (2021)** and **Sam Paul (2019)** found average or moderate motivation in different regions. Other research, including **Muthaiyan (2015)**, **Wani and Masih (2015)**, **Lalsangpuii (2013)**, and **Aippunny and War (2021)**, noted average or below-average motivation in various contexts. **Kishor and Rana (2010)** reported lower motivation in rural compared to urban students, while **Ghosh Roy (2016)** found that most students in Nagaland exhibited average motivation. **Pakira and Mohakud (2017)** found that most higher education students in West Bengal had average to above-average motivation.

In self-concept, school-going adolescents of both genders reported high self-concept, indicating a generally positive self-perception. *Hence, H_2 was accepted*. They perceived themselves highly with traits like social, emotional, physical, aesthetic, study-related, self-confidence, beliefs and traditions, and personality traits while viewing traits like cognitive andpolitical as moderate. Supporting this, **Vats (2018)** reported an above-average self-concept among ninth graders; **Char et al. (2022)** noted high self-concept levels of school students in Purulia; **Nimbhorkar and Bhende (2016)** found high self-concept in B.Ed. students; and **Khandelwal**

and Gaur (2017) observed higher self-concept in co-educational schools. In contrast, **Arul Lawrence and Vimala (2013)** found moderate self-concept levels in high school students, which deviates from the generally high levels reported in other studies.

In the context of academic life satisfaction, the study found that school-going adolescentsof South 24 Parganas, regardless of gender, reported overall high life satisfaction, leading to the *acceptance of* H_3. This high level of satisfaction is attributed to the robust support and positive experiences adolescents received from their families, including high parental support, warmth, emotional involvement, responsiveness, care and guidance. Additionally, social support from friends, schools, and the living environment contributed to their well-being and academic satisfaction.Studies support this finding: **Char et al. (2023)** noted high levels of support and motivation in adolescents from Purulia, West Bengal; **Das et al. (2020)** observed substantial support from family and school for female students in West Bengal; and **Rath and Patra (2018)** confirmed that strong parental relationships enhance life satisfaction across various domains.

The study found a statistically significant difference in achievement motivation between male and female school-going adolescents, with females exhibiting higher motivation on average, leading to the *rejection of* H_4. This gender difference suggests that girls' higher achievement motivation might be influenced by their more restricted mobility, leading to greater focus on academics, while boys, who engage more in outdoor activities, showed lower academic motivation. Changing attitudes towards girls' education in village families also contributed to higher motivation among girlsin South 24 Parganas. These findings are consistent with previous studies: **Wani and Masih (2015)** found higher motivation scores for girls compared to boys. **Veena and Shastri (2013)** and **Aippunny and War (2021)** also reported higher achievement motivation among female students. **Shekhar and Devi (2012)** found significant motivation differences favouring females in the Jammu region. **Kishor and Rana (2010)** noted higher achievement motivation among rural girls compared to urban girls, while **Chaturvedi (2019**) found female high school students in Bhopal had higher motivation than male students.However, other studies presented contrasting results. **Waghmare (2019)** found higher motivation in male 12th-grade students. **Adsul and Kamble (2008)** reported that male undergraduate students in Sangli City had higher motivation than their female counterparts. **Tefera and Sitota (2016)** observed lower achievement motivation among girls from stepfamilies. Some studies found no significant gender differences in achievement motivation, including **Muthaiyan (2015)** in Tamil Nadu, **Kumar (2015)** in Chamba district, Himachal Pradesh, **Lalsangpuii (2013)** in Mizoram, and **Ghosh Roy (2016)** in Nagaland. **Pakira and Mohakud (2017)** also found no notable gender differences in achievement motivation among undergraduate and postgraduate students in West Bengal.

The study found a statistically significant difference in self-concept between male and female school-going adolescents, with females exhibiting higher self-concepts on average, leading to the *rejection of* H_5. This difference might be attributed to socioeconomic factors, as girls from affluent families in South 24 Parganas district, who attended school regularly, likely developed a higher self-concept compared to boys. This study's findings align with previous research, which has consistently shown that female adolescents tend to have higher self-concepts than their male counterparts. Studies by **Arul Lawrence and Vimala (2013)**, **Nimbhorkar and Bhende (2016)**, and **Khandelwal and Gaur (2017)** found that girls exhibited higher self-concepts, attributed to societal and familial emphasis. Similarly, **Khan and Alam (2015)** and **Rath and Nanda (2012)** reported significant gender differences in self-concept. However, some studies have found minimal or no gender differences in self-concept, such as **Marsh and Ayotte (2003)**, **Vats (2018)**, **Khan and Alam (2015)**, **Minnalkodi (1997)**, and **Saikh and Parvin (2017)**. These inconsistent findings suggest that the relationship between gender and self-concept is complex and may depend on various factors.

The study found a statistically significant difference in life satisfaction between male and female school-going adolescents, with females exhibiting higher life satisfaction on average, leading to the *rejection of* H_6. This difference might be explained by the fact that school attendance rates among girls were generally higher than those of boys in South 24 Parganas. Village girls, despite participating in household chores and facing more neglect within their families compared to boys, tended to have higher satisfaction with school life and their families, likely due to the support they received from teachers and parents. This finding is consistent with **Radhika's (2024)** study, which emphasized the role of gender in life satisfaction, showing that self-esteem predicts increased life happiness in both boys and girls. Similarly, **Rath and Patra (2018)** found that female students performed better than male students in terms of family and school satisfaction, further supporting the notion that gender influences life satisfaction.However, other studies have reported contrary findings. **Gallego et al. (2021)** found that male adolescents scored significantly higher in life satisfaction compared to female adolescents. **Šimunović and Olčar (2022)** also reported that boys had greater life satisfaction than girls, particularly among adolescents involved in sports and music programs. These contrasting findings suggest that the relationship between gender and life satisfaction may be context-dependent, varying across different environments and activities.

6. Conclusion

In summary, the study found that, on average, school-going adolescents exhibited high levels of achievement motivation, self-concept, and academic life satisfaction. Notably, female adolescents showed significantly higher levels of achievement motivation, self-concept, and academic life satisfaction compared to their male peers, indicating a gender difference in these psychological attributes.

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