



THE IMPACT OF ACADEMIC LIFE SATISFACTION ON ACHIEVEMENT MOTIVATION OF SCHOOL-GOING ADOLESCENTS OF SOUTH 24 PARGANAS DISTRICT

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This study aims to ascertain the impact of academic life satisfaction on the development of achievement motivation of school-going adolescents. The research employs a descriptive survey method within a correlational research design. Data is collected through the Deo-Mohan (1985) Achievement Motivation Scale and the Multidimensional Student's Life Satisfaction Scale (Huebner, 1994). The sample consists of 576 Bengali-speaking adolescents aged 14-16 years studying in classes IX and X from South 24 Parganas District. The findings reveal significant correlations between academic achievement motivation and multidimensional student's academic life satisfaction. Adolescents with very high levels of achievement motivation also report very high levels of multidimensional life satisfaction in the case of family, friends, school, and living environment facets, except for academic self-satisfaction, which was at a high level. Adolescents with above-average levels of achievement motivation have very high levels of satisfaction with family and school and high levels of life satisfaction with friends, living environment, and self-satisfaction. Average motivated students have quality life experiences with their family, friends, school, and living environment. However, their achievement motivation was only average due to low academic self-satisfaction. Below-average motivated adolescents exhibit learned helplessness and report low levels of multidimensional life satisfaction.

KEYWORDS: Academic Life Satisfaction, Achievement Motivation, School-Going Adolescents

INTRODUCTION

It cannot be said that students' life satisfaction is the only factor for achievement motivation. Many factors work behind motivation. But at the beginning of a student's life, the only way for a student to get inspiration comes

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through the love and solidarity of his surrounding people, which motivates him to do his studies well. If a child is neglected in his family from an early age, then there is no question of awakening motivation in him. If a learner gets satisfaction from parents, peers, school and teachers at an early age, then motivation will gradually awaken in him. He will be more involved in his academic activities for better performance while he continues to receive more love from them. Once he feels confident and competent in the academic field, that will become the main reason for maintaining and improving his academic motivation.

[Diener \(2000\)](#), one of the more prominent researchers in the field of positive psychology, adopts a holistic approach toward human nature and describes an individual's behaviour under specific components like life satisfaction associated with the formation of subjective well-being (SWB) which is an umbrella term. Life satisfaction, happiness and well-being are the positive sides of human behaviour ([Diener et al., 2002](#)). Life satisfaction can be defined as a person's cognitive, affective and judgmental process which includes his or her evaluations and feelings about the quality of life ([Diener, 1994; Diener et al., 1985](#)). It interprets as a person's subjective, global evaluation of the positivity of his/her life as a whole or with specific aspects of life, such as family, friends, school, community and self also ([Diener et al., 1999; Pavot & Diener, 1993; Pavot et al., 1991](#)). Multidimensional student's life satisfaction judgments refer to a student's satisfaction with specific domains containing interpersonal relationships with family, friends, school experiences, observation of self as well as in a living environment ([Huebner, 1994; Suldo & Huebner, 2006](#)). Life satisfaction can lead to a positive attitude toward education. When students feel satisfied with their lives, they are more likely to be motivated to excel academically. Students who are happy with their lives may view learning as an enjoyable and meaningful process, which can further enhance their motivation to excel academically.

Social motivation refers to the psychological drive or desire that is evoked by social needs such as love, belongingness, acceptance and affiliation. It encompasses the need for meaningful connections and positive interactions with others, including family members, relatives, teachers and friends. It plays a significant role in shaping the achievement motivation of students, which is acquired through our culture and life experiences during their lifetime. Achievement motivation is a disposition to strive for success in competition with others with some standard of excellence, set by the individual ([McClelland et al., 1953](#)). It refers to the social motive of individuals to accomplish a unique goal or attain a high standard of excellence ([McClelland, 1958](#)). The main parameters which are used as operational dimensions in the achievement motivation construct: 1) Competition with a standard of excellence (Achievement goal i.e., mastery goal or performance goal) and

unique accomplishment, 2) Effort (i.e., put forth an effort to succeed in the difficult task) and persistence (i.e., involve for a long time to enjoy the academic challenge). Such standards of excellence are usually learned from parents and teachers who urge the child to compete against the standards. McClelland (1961) found that high achievement-motivated individuals were more likely to develop in families where parents had different expectations for their children, tended to set higher standards for them, and expected independence and mastery behaviour at an earlier age than parents of other children with low achievement motivation. Higher achievement motivation could be seen in adolescents whose families encouraged them to compete to a certain standard of excellence, where parents and other family members were not upset by their initial failures but encouraged them to patiently try their best. Therefore, family life satisfaction plays an important role in the development of children's achievement motivation patterns. As achievement motivation is a learned motive, satisfaction in school also becomes imperative in its development. Students' sense of belongingness and positive relationships with peers and teachers play a crucial role in their academic success and overall well-being. Students who feel satisfied with their lives are more likely to have positive interactions with their peers and teachers, which can create a supportive and encouraging learning environment. The student can't get a proper education if he does not feel solidarity with the school, classmates and teachers. When students feel satisfied with them, they are more likely to be engaged, and motivated to learn and participate actively in educational activities. A positive outlook on life can foster a sense of purpose and drive, leading students to set ambitious goals and work hard to accomplish them. Academic life satisfaction can positively influence students' engagement in their studies. It can contribute to students' ability to cope with challenges and setbacks. Satisfied students are more likely to actively participate in class, complete assignments on time and seek opportunities for deeper learning. They are more likely to bounce back from academic difficulties and persist in the face of obstacles. Students who are content with their lives tend to have better time management skills. They are more likely to prioritize their academic responsibilities, balance their study time with leisure activities, and avoid procrastination. The study aims to find out whether school-going adolescents had academic life satisfaction, if so, whether they set high achievement goals in their pursuits, whether they competed to accomplish those academic goals, and whether they had long-term involvement in their academic activities. In a word, the main aim of the present study was to find out whether students' life satisfaction leads to achievement motivation.

OBJECTIVE OF THE STUDY

The objective of the study was to explore the effects of academic life satisfaction on achievement motivation of school-going adolescents of the South 24 Parganas district.

REVIEW OF THE LITERATURE

Social support received from parents and friends had a positive effect on self-efficacy, while self-efficacy had a direct effect on life satisfaction (Park & Kim, 2004). McClelland et al. (1953) identified certain supportive aspects of family life satisfaction which were as follows: the parents' educational status and occupational aspirations, type of authority pattern (Autonomy supportive vs. Controlling parents) within the family, degree of independence, family stability, quality of communication with parents and type of reinforcement that affected their children's achievement motivation. The study conducted by Cenkseven-Onder (2012) showed that parenting styles significantly affected all domains of life satisfaction in adolescents. Adolescents from indulgent and authoritative families acquired higher life satisfaction than adolescents from authoritarian and neglectful families. More autonomy-supportive and less controlling parenting has been associated with higher perceived competence and self-regulation in intrinsically motivated children (Grolnick et al., 1997). Educated parents with autonomy support had higher expectations of their children's education which facilitated the educational practices of their children at home (Acharya & Joshi, 2009). They were involved more actively in their children's daily educational activity (Dewan & Singh, 2018) and they more often rewarded their wards effectively i.e., with kisses and hugs for their performance to enhance their children's achievement motivation. Thus, adolescents with high achievement motivation came from families, where striving for achievement was rewarded for their satisfaction (McClelland et al., 1953).

Mothers of mastery children appeared to enhance their children's ability beliefs or self-worth beliefs (Covington, 1992) because they tended to be more attributed to their children's high abilities than mothers of helpless children. Mothers of high-achieving children immediately countered a low-ability statement by addressing their children's false beliefs to reassure their high abilities. They provided a teaching strategy or an effective coping response with the task-focused statement that shifted the focus from children's ability evaluation to mastery of their task (Hokoda & Fincham, 1995). Besides, Parental achievement pressure and a sense of indebtedness toward parents of children had a direct positive influence on achievement motivation (Park & Kim, 2004).

Perceived peer relationships played an important role in achievement

motivation. Adolescents who perceived being valued and respected by classmates were more likely to have adaptive achievement motivation. Adaptive achievement motivation was related to having good quality friendships and a best friend who values academics. On the other hand, poor achievement motivation was related to having poor-quality friendships and perceiving peers to be resistant to school norms (Nelson & Debacker, 2008). School climate and other school-related factors (school building appearance, order and discipline, parent involvement, student interpersonal relations and student-teacher relations) were significantly associated with students' life satisfaction (Suldo et al., 2008). Specifically, students' school belongingness was positively associated with motivation-related measures such as general school motivation, the expectancy of success and valuing schoolwork (Goodenow & Grady, 1993). Dweck and Leggett (1988) argued that variations in classroom climate (like teacher emphasis on student's ability vs. effort) played an important role in shaping students' learning goals. Classroom goal orientation could facilitate the maintenance of achievement motivation patterns when mastery goals were accepted by students who had more positive attitudes toward class, preferred challenging tasks, used more effective strategies, and had a strong belief that success followed their effort. On the contrary, students who perceived performance goals tended to focus on their ability, evaluated their competence negatively and attributed the failure to a lack of ability (Ames & Archer, 1988).

Correlational and predictive studies of life satisfaction and achievement motivation appeared to be a recent focus among researchers. Happy individuals were more flexible and efficient in problem-solving, and they were more committed to their goals and pursued success rather than focusing on avoiding failure (Lyubomirsky, 2001). Ryan and Deci (2000) pointed out that people with high happiness or subjective well-being tended to have attributional styles that were more self-enhancing and more enabling than those who had low subjective well-being, suggesting that positive emotions could lead to positive cognitions which, in turn, contributed to further positive emotions. Dumitrescu et al. (2010) found that there was a positive relationship between life satisfaction and achievement motivation based on Atkinson's hope of success and fear of failure concepts. Nisa et al. (2017) also found a significant positive correlation between psychological well-being and achievement motivation. There was a significant relationship between happiness and achievement motivation among both the girl and boy students (Hassanzadeh & Mahdinejad, 2013). Life satisfaction and locus of control were significant predictors of achievement motivation (Karaman & Watson, 2017). Jacob and Guarnaccia (1997) examined the association between life satisfaction and both explicit and implicit motivations based on McClelland's needs for achievement and affiliation. Results indicated a positive moderate relationship between life satisfaction and explicit

motivation. However, there was no significant relationship between life satisfaction and implicit motives as measured by the Picture Story Exercises developed by McClelland et al. (1953). Judge et al. (2005) examined the mediation effect of goal attainment between core self-evaluations and life satisfaction and found that self-concordant goals (goals based on Atkinson's achievement motivation theory) were related to life satisfaction.

RESEARCH METHODOLOGY

The present study employed a descriptive survey method within a correlational research design. Survey research was carried out by collecting descriptive data with 'Achievement Motivation' as a dependent variable and 'Academic Life Satisfaction' as an independent variable that cannot be directly observed. The current study adopted a correlational research design, which enables a researcher to examine cause (academic life satisfaction) and effect (achievement motivation) relationships where manipulating the dependent and independent variables would be illegal, impossible, or unethical.

SAMPLE FOR THE STUDY

Government, government-sponsored, and government-aided secondary and higher secondary schools of South 24 Parganas of West Bengal were considered as the sample sources. In the present study 'Stratified Random Sampling Technique' was adopted. Initially, South 24 Parganas were divided into 30 blocks. From all the blocks, ten rural blocks were purposively selected. One school from each of the ten blocks i.e., a total of 10 schools were randomly selected. A total of 576 Bengali-speaking adolescents (365 males and 211 females) aged 14-16 years studying in classes IX and X were randomly selected from the ten selected schools.

TOOLS USED

Multidimensional Student's Life Satisfaction Scale

The multidimensional student's life satisfaction scale (MSLSS) was designed to provide a holistic assessment of the well-being of adolescents (Huebner, 2004). It consists of 40 items and 5 subscales like family (7 items), friends (9 items), school (8 items), living environment (9 items) and self (7 items). Adolescents were instructed to respond to the 40 items using a 5-point Likert-type scale to rate viz strongly disagree, disagree, neutral, agree, and strongly agree. The family domain items look at the respondents' satisfaction with their relationship with family members. The friends' domain items aim to explore

adolescents' satisfaction with their peers. The school domain items refer to the respondents' satisfaction related to school life in terms of interest, learning and educational activities. The living environment domain items explore the satisfaction with their neighbourhood as well as the neighbours. Lastly, the self-domain refers to the respondent's level of satisfaction with himself or herself and other people's opinions about that. The mean of the scores of each dimension was interpreted as very low satisfaction (1.00-1.99), low satisfaction (2.00-2.99), high satisfaction (3.00-3.99) and very high satisfaction (4.00-5.00) level. Again, in the case of MSLSS in total the mean was interpreted as very low satisfaction (5.00-9.99), low satisfaction (10.00-14.99), high satisfaction (15.00-19.99) and very high satisfaction (20.00-25.00) level.

Deo-Mohan Achievement Motivation (n-Ach) Scale (DMAMS)

Deo-Mohan achievement motivation scale was developed by Deo and Mohan (1985) and it contains 50 items (37 positives & 13 negatives) and 15 subscales to measure achievement motivation. The subscale covers 3 areas such as academic factors (i. Academic motivation, ii. Need achievement, iii. Academic challenge, iv. Achievement anxiety, v. Importance of grades or marks, vi. Meaningfulness of task, vii. Relevance of school to student's future goals, viii. Attitude towards education, ix. Work methods, x. Attitude towards teachers), social interest factors (xi. Interpersonal relations, xii. Individual concern), and factors of the general field of interest like competition in co-curricular activities (xiii. General interest, xiv. Dramatics, xv. Sports). It is a self-rating 5-point Likert scale to rate viz always, frequently, sometimes, rarely, and never and was administered to 576 school-going adolescents. The test-retest reliability coefficient of the test for boys was 0.67, for girls was 0.78 and for both was 0.69. The coefficient of correlation between the scale and the projective test was observed to be 0.54. The coefficient of correlation between the scale and the 'Aberdeen academic motivation inventory' was 0.75.

RESULTS OF THE STUDY

In the case of the 'achievement motivation scale' score and 'multidimensional student's life satisfaction scale' score obtained by the 576 school-going adolescents, the mean and standard deviation of the said distribution were 133.22 (Above Average Motivation) and 18.46 (high satisfaction) and 27.54 and 20.33 respectively as shown in Table 1. Results from Table 1 revealed that there is a positive significant correlation ($r=0.656$) between multidimensional student's life satisfaction and achievement motivation. Figure 1 depicts the frequency with NPC of the achievement motivation scale score of participants.

Table 1

Correlations Coefficient, Mean and Standard deviation of Achievement Motivation Scale (AM) Score and Multidimensional Student’s Life Satisfaction Scale (MSLSS) Score of School-Going Adolescents.

| | AM | MSLSS | Mean | SD |
|--|----------------|----------------|--------|-------|
| Achievement Motivation (AM) | 1.00 | $r=0.656^{**}$ | 133.22 | 27.54 |
| Multidimensional Student Life Satisfaction (MSLSS) | $r=0.656^{**}$ | 1.00 | 18.46 | 20.33 |

AM: Achievement Motivation MSLSS: Multidimensional Student Life Satisfaction N= 576 ** Correlation is significant at the 0.01 level (2-tailed)

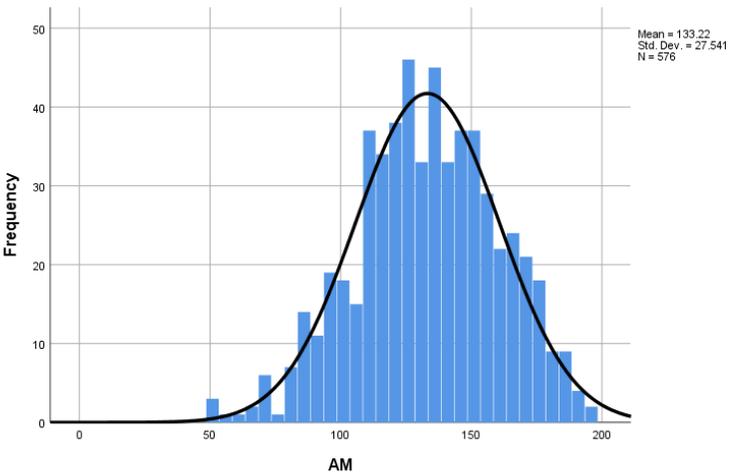


Figure-1: Histogram with the normal curve of Achievement Motivation Scale Scores of School-Going Adolescents

Figure 1. Histogram with the Normal Curve of Achievement Motivation Scale Scores of School-Going Adolescents.

In Table 2, all the school-going adolescents were distributed into five levels of achievement motivation.

Table 2

Percentage of School-Going Adolescents Falling Under Different Levels of Achievement Motivation.

| Score | f | Interpretation | Percentage |
|---------|-----|----------------|------------|
| 160-200 | 107 | Very High | 18.58% |
| 120-159 | 291 | Above Average | 50.52% |
| 80-119 | 163 | Average | 28.30% |
| 40-79 | 15 | Below Average | 2.6% |
| 0-39 | 0 | Low | 0% |

Table 3 shows the adolescents who reported very high levels of multidimensional life satisfaction including various facets (i.e., family, friends, school, and living environment), except for academic self-satisfaction, which was still at a high level, also had very high levels of achievement motivation. The data suggest that adolescents who were highly self-satisfied and satisfied with their family life, friendships, school environment, and living situation, were more likely to be very highly motivated to achieve their academic goals. Many adolescents with high multidimensional life satisfaction but with poor living environments had also very high achievement motivation.

Table 3

Academic Life Satisfaction of School-Going Adolescents Falling Under Very High Levels of Achievement Motivation.

| N | Family | Friend | School | LE | Self | MSLSS | AM |
|----|-------------------|-------------------|-------------------|-------------------|--------------|--------------------|---------------------|
| 82 | 4.61 Very High | 4.17 Very High | 4.55 Very High | 4.15 Very High | 3.92 High | 21.40 Very High | 172.84 Very High |
| 25 | 4.52 Very High | 3.68 High | 4.36 Very High | 2.16 Low | 3.81 High | 18.53 High | 170.48 Very High |

LE: Living Environment AM: Achievement Motivation

The results from Table 4 suggest that adolescents who reported very high levels of family and school satisfaction, as well as high levels of multidimensional life satisfaction, friend satisfaction, satisfaction with their living environ-

ment and self-satisfaction, were found to have above-average levels of achievement motivation. It appears that the adolescents with above-average levels of achievement motivation had scores on each dimension and multidimensional life satisfaction that fell between two other groups: very highly motivated adolescents and average motivated adolescents. The results imply that high levels of satisfaction across various life domains were associated with above-average levels of achievement motivation. The presence of high levels of satisfaction in these domains might contribute to a greater drive to excel and succeed in various academic endeavours.

Table 4

Academic Life Satisfaction of School-Going Adolescents falling under above average levels of Achievement Motivation.

| N | Family | Friend | School | LE | Self | MSLSS | AM |
|-----|-----------|--------|-----------|------|------|-------|---------------|
| 291 | 4.12 | 3.78 | 4.06 | 3.58 | 3.37 | 18.91 | 138.28 |
| | Very High | High | Very High | High | High | High | Above Average |

LE: Living Environment AM: Achievement Motivation

The results from Table 5 suggest that average-motivated students appeared to have a good quality of life, and enjoyed positive relationships with their family, friends, school environment and living environment. However, they had average achievement motivation, mainly because of low academic self-satisfaction.

Table 5

Academic Life Satisfaction of School-Going Adolescents falling under average levels of Achievement Motivation.

| N | Family | Friend | School | LE | Self | MSLSS | AM |
|-----|--------|--------|--------|------|-------------|---------------|---------|
| 163 | 3.62 | 3.31 | 3.47 | 3.27 | 2.93 | 16.60 | 104.74 |
| | High | High | High | High | Low | Slightly High | Average |

LE: Living Environment AM: Achievement Motivation

Based on the results from Table 6, it can be observed that below-average-level motivated adolescents experienced low levels of multidimensional life satisfaction. This means that these students expressed dissatisfaction across various aspects of their lives, including family, friends, school, living environment and self-satisfaction. The lack of satisfaction in these different life

facets might have contributed to their below-average motivation levels. When individuals feel dissatisfied and unhappy in multiple areas of their lives, it can negatively impact their overall well-being and motivation to succeed in various endeavours, including academic pursuits.

Table 6

Academic Life Satisfaction of School-Going Adolescents falling under below average levels of Achievement Motivation.

| N | Family | Friend | School | LE | Self | MSLSS | AM |
|----|--------|--------|--------|------|------|-------|---------------|
| 15 | 2.89 | 2.81 | 2.96 | 2.85 | 2.48 | 14.58 | 65.73 |
| | Low | Low | Low | Low | Low | Low | Below Average |

LE: Living Environment AM: Achievement Motivation

DISCUSSION AND CONCLUSIONS

The study shows a gradual decrease in achievement motivation as academic life satisfaction decreases among school-going adolescents. The academic life satisfaction scores decrease from a very high level (21.40) for very high achievement motivation (172.84) to a high level (18.91) for above-average achievement motivation (138.28), then to a slightly high level (16.60) for average achievement motivation (104.74), and finally to a low level (14.58) for below average achievement motivation (65.73). The value of the correlation coefficient (r) between multidimensional student's academic life satisfaction and achievement motivation was 0.656. So, it can be concluded that the academic achievement motivation of school-going adolescents was significantly associated with multidimensional student's academic life satisfaction. Those who were satisfied had satisfaction in their minds which kept them motivated to study. That is, it can be concluded that satisfied students were motivated to set their own high academic goals and worked hard for a long time to attain those high goals behind which their academic satisfaction drove them. In this way, the key to accomplishing a unique goal was to get self-satisfaction from oneself and individuals such as parents, friends, teachers, etc. This result showed a parallel pattern with previous studies in which there was a positive relationship between life satisfaction and achievement motivation (Dumitrescu et al., 2010), psychological well-being and achievement motivation (Nisa et al., 2017) happiness and achievement motivation among both the girl and boy students (Hassanzadeh & Mahdinejad, 2013).

Family life satisfaction declined gently from a very high level of 4.61 (for very high achievement motivation) and 4.12 (for above average achievement

motivation) to a high level of 3.62 (for average achievement motivation) to a low level of 2.89 (for below average achievement motivation) in school-going adolescents. Therefore, it can be said that academic achievement motivation positively depends on family life satisfaction. Friend life satisfaction also gradually decreased from a very high level of 4.17 (for very high achievement motivation) to a high level of 3.78 (for above average achievement motivation) and 3.31 (for average achievement motivation) to a low level of 2.81 (for below average achievement motivation) in school-going adolescents. Thus, it can be concluded that academic achievement motivation significantly depended on friends' life satisfaction as well.

School life satisfaction also gently decreased from a very high level of 4.55 (for very high achievement motivation) and 4.06 (for above average achievement motivation) to a high level of 3.47 (for average achievement motivation) to a low level of 2.96 (for below average achievement motivation) in school-going adolescents. Hence, it can be assumed that academic achievement motivation was influenced by school-life satisfaction. The living environment life satisfaction also gradually declined from a very high level of 4.15 (for very high achievement motivation) to a high level of 3.58 (for above average achievement motivation) and 3.27 (for average achievement motivation) to a low level of 2.85 (for below average achievement motivation) in school-going adolescents. These findings further solidify the notion that academic achievement motivation significantly depends on living environment life satisfaction.

Academic self-satisfaction lowered steadily too from a high level of 3.92 (for very high achievement motivation) and 3.37 (for above average achievement motivation) to a low level of 2.93 (for average achievement motivation) and 2.48 (for below average achievement motivation) for school-going adolescents. Therefore, it can be concluded that academic achievement motivation depends greatly on academic self-satisfaction.

Adolescents with very high achievement motivation and above-average achievement motivation experienced very high levels of family life satisfaction. Here, highly motivated adolescents' parents treated them fairly and they enjoyed studying at home with their parent's assistance. They continued their conversation nicely with each of the family members as well as their parents and had fun by spending quality time which helped them stay well also for studies. Their parents always advised them to put effort much into their studies for a bright future. As most of their parents might be educated, they cared their children for educational upliftment, also their expectations were very high for their children, so the satisfaction of the children with their parents was very high. Those educated families were better than others for children's academic life satisfaction. There were some parents who instead of being uneducated valued their children's education sincerely. These findings

were consistent with the view that the close parent-child relationship (parental achievement pressure and a sense of indebtedness to parents) and social support received from parents and friends were important factors in elevating adolescents' self-efficacy and achievement motivation (Park & Kim, 2004).

Adolescents with very high achievement motivation had very high friend-life satisfaction. Adolescents with above-average achievement motivation experienced high friend-life satisfaction. The highly motivated adolescents had a good number of classmates usually. Their friends were very nice and great to them, treated them well and helped them in their studies as needed. They enjoyed a lot with friends in their leisure time hence they always had good satisfaction with their friends. This finding was supported by a previous study that stated adaptive achievement motivation was related to having good-quality friendships and a best friend who values academics (Nelson & Debacker, 2008). Adolescents with very high achievement motivation and above-average achievement motivation experienced very high levels of school-life satisfaction. The highly motivated adolescents looked forward to attending school regularly as they liked being in school, enjoyed school activities, and learned a lot at school which was interesting to them. This finding was supported by the study conducted by Goodenow and Grady (1993), who described students' school belongingness as positively associated with the following factors i.e., general school motivation, the expectancy of success and valuing schoolwork.

Adolescents with very high achievement motivation experienced very high living environment life satisfaction, which then decreased for above-average achievement motivation. Most of the high achievement-motivated adolescents liked where they lived but some of them disliked the locality where they stayed. The study environment around high achievement-motivated adolescents' home surroundings was beautiful and there were a lot of pleasurable things to learn from the neighbourhood, so they liked their neighbourhood as well as the neighbours. They continuously believed that neighbours and teachers perceived them as an intelligent, sincere and hard-working student in a positive manner. Exceptionally, many adolescents with high multidimensional life satisfaction but with a poor living environment had also very high achievement motivation. This might be due to their academic self-satisfaction being high and their primary group i.e., family satisfaction being very high, and obstacles in the secondary group i.e., the living environment had increased their challenges.

Adolescents with very high achievement motivation and above-average achievement motivation experienced high levels of academic self-satisfaction. Adolescents with high achievement motivation felt that they were good at studying, self-likeness developed in them for studying and everyone appre-

ciated them for their focus on study. They could do a lot of academic tasks well and liked to try new things in the academic field. Highly motivated adolescents might be confident about their high academic ability which makes them competent in the academic field, so that, their academic self-satisfaction reaches a very high level, as a result, they tend to compete with others and towards high achievement goals. This finding was supported by the previous study conducted by [Nicholls \(1979\)](#) and [Weiner \(1985\)](#) who found that ability belief was centred on the development of achievement motivation patterns.

Average motivated students had a good quality of life and positive social connections, but their academic self-dissatisfaction hindered their motivation to excel academically, resulting in average academic achievement motivation. These students might have believed they had low academic ability and felt less competent in academic subjects. As a result, they experienced low levels of satisfaction with their academic performance and lacked enjoyment in their studies due to their perceived incompetence. Furthermore, the spirit of competition was not prevalent among these motivated students, both with their friends and towards achieving high academic goals. This lack of competitive spirit and drive to excel in academics contributed to their falling academic achievement motivation, which ultimately remained at an average level.

Adolescents with below-average achievement motivation experienced low levels of family life satisfaction. Most of the parents of learned helpless children were uneducated, they cared less about their children, and their expectations were less for their children, so the satisfaction level for those children to their parents was low. Mothers of those children did not respond to their children's low-ability attributions with a high-ability statement but suggested they quit ([Hokoda & Fincham, 1995](#)). Adolescents with below-average achievement motivation experienced low levels of friend life satisfaction. Low-motivated adolescents were not satisfied with their friends who considered them dull and shirker. Their fellow mates were not good-minded, so they wished for better friends. Poor achievement motivation was related to having poor-quality friendships and perceiving classmates to be resistant to school norms ([Nelson & Debacker, 2008](#)). Adolescents with below-average achievement motivation experienced low levels of school-life satisfaction. Low-motivated adolescents disliked many things about school, so they wished they didn't have to go to school. They were most pleased if they had to miss the classes for some days. The school haunted them, and they wanted to leave school at the very first opportunity. Adolescents with below-average achievement motivation experienced low levels of living environment life satisfaction. The neighbourhood of low-motivated adolescents was filled with mean people, so they wished either they lived in a different house/somewhere else or their neighbours were different. They believed that they were perceived negatively by friends, teachers and neighbours also. This phenomenon can be explained by the views of [Coo-](#)

ley (1902), the self could affect achievement motivation in either a positive or negative way, depending on an adolescent's perception of how others viewed them. An adolescent's achievement motivation might increase when he/she continuously believes that friends, teachers and neighbours perceive him/her as an intelligent, sincere and hard-working student in a positive manner and might decrease if he/she believed that he/she was perceived negatively by them.

Adolescents with below-average achievement motivation were always afraid to study because they could not understand the lessons. As a result, they had very poor academic self-satisfaction, feeling incompetent and inadequate in their academic pursuits. This perceived lack of competency contributed to their learned helplessness, as they believed that no matter how much effort they put into their studies, they would not be able to improve their academic performance.

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