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Achievement Motivation and Psychological Wellbeing of Secondary School Students in Relation to Perceived School Academic Optimism: A Cross Cultural Study

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ABSTRACT

Academic optimism has been constituted as a “threefold set of interactions” where collective efficacy reinforces trust building between the different stakeholders of a school, which in turn develops academic emphasis. Achievement motivation is a concept which leads an individual to strive to attain rewards, such as physical satisfaction, praise from others and the feeling of personal mastery. Psychological well-being refers to the feelings about oneself and one’s interpersonal interactions with others in a global or a specific context. This study is an attempt to understand how the components of school academic optimism would lead to developing the achievement motivation and psychological well-being of the student which would eventually lead to higher academic achievement. The sample of the study was 240 secondary school students of India and Nepal studying in CBSE affiliated schools of Delhi and Kathmandu. Statistically no significant difference was found in psychological well-being and perceived school academic optimism among students of Nepal and India. Secondary school students of India showed higher level of achievement motivation than the students of Nepal. Perceived school academic optimism was not found correlated to achievement motivation and psychological well-being.

Keywords: Perceived school academic optimism, achievement motivation, psychological well-being, cross cultural, secondary school students.

1. INTRODUCTION

The various stakeholders - teachers, students, school, parents and society all play a major role in transformation of the education system. All these components need to establish a cohesive relationship among them for the upliftment of the system which would ultimately lead to better academic achievement

of the students and enhancement of the educational standards. Coleman in McGuigan and Hoy (2006) and Agbesha (2012) put forward the fact that the accomplishment of students' academic achievement is based on the family background, the environment with which the student interacts and lives, the parenting skills, socio-economic status of the student. Research done by (Farooq, 2013) shows that the above-mentioned factors becomes secondary in the improvement of the academic endeavors of a student if the climate in the school is favorable and the vision and mission of the school focus on academic achievement. Perceived school academic optimism is one factor which has an undeviating effect on the academic achievement of the students and doing so help in the building the trust factor which would lead to overall growth of the school.

Academic Optimism

According to (Hoy, Tarter and Hoy, 2007) academic optimism has been constituted as a “threefold set of interactions” where collective efficacy reinforce trust building between the different stakeholders of a school, which in turn develops academic emphasis (Kirby, 2009). Academic optimism consists of collective teacher efficacy, academic press, and trust factor. These factors serve as a bridge to academic achievement, the inter relation of these factors have proved too strong at every instance to overcome the socio-economic factor (McGuigan, 2005). The studies and research on academic optimism are genuinely appealing because they provide the platform to a school to overcome the effect of socio-economic status factor that weakens student intellectual development and student academic achievement (Beard, 2008).

Achievement Motivation

Achievement motivation is the desire that is created in an individual to perform to its upmost level best. According to Feather (1992) and Atkinson (1999) achievement motivation is the combination of two personality traits: likelihood to achieve a positive result and success and the desire to keep away from disappointments and failure. According to Bigge and Hunt (1980) achievement motivation is the urge to unite rigor and energy in performing an activity, to regularly move in the direction of the goal set, to achieve supremacy in working for the tedious task and in the process of doing so manufacture the feeling for accomplishment and achievement.

Psychological Well-Being

Psychological well-being refers to the feelings about oneself and one's interpersonal interactions with others in a global or a specific context. According to Deci and Ryan (1995) the mixture and combination of the positive feeling such as happiness and working at optimal capacity and efficacy in personal and social circle forms the concept of psychological well-being. Deci and Ryan (1995) stated that individual with high well-being are happy, accepted and supported in the society, they are self-reliant and lead a satisfied life. He further stated that psychological well-being also leads to sound physical health which is as a result of various activation patterns triggered by various components of psychological well-being.

2. LITERATURE REVIEW

Chaudhari and Jain (1975) in their study on academic achievement and achievement motivation of high school students found brighter students had higher achievement motivation whereas dull achievers had

low achievement motivation. Hoy, Tarter, & Woolfolk and Hoy (1990) in the study of academic optimism of schools: a force for student achievement concluded that academic optimism is an important factor affecting student achievement. Smith and Hoy (2007) in the study of academic optimism and its relation to academic achievement of elementary school students in the state of Texas found that academic optimism is a construct which affect the academic achievement of the students by control the factors such as socio-economic status and school size.

Bevel (2010) in the study of effect on academic achievement of student due to the effects of academic optimism in Alabama established that there is a positive relationship between academic optimism and student achievement. Tschannen-Moran (1998) in the study of student academic optimism: a confirmatory factor analysis found that there was significant relationship between the three variables of academic optimism and concluded that academic optimism is correlated to student achievement. It stated that SES has a lower effect on achievement level of student than academic optimism

Chettri (2014) studied achievement motivation of adolescents and its relationship with academic achievement on 480 secondary school students of age 16-17 years, from rural and urban areas of Sikkim. The study found that achievement motivation was not significantly different to gender and locale variation but different with regard to management variation. The research established a positive relationship between academic achievements and achievement motivation.

Bharanbe (2016) conducted a study on 120 secondary school students in Jalgaon city. The result of the study was that there was a significant difference in the achievement motivation level of government and private school students and the boys of private school, girls of government school showed higher level of achievement motivation then the opposite gender.

Objectives of the Study

1. To find out the difference in achievement motivation and psychological well-being among secondary school students of Nepal and India.
2. To find out the difference in perceived school academic optimism of secondary school students among secondary school students of Nepal and India.
3. To find the relationship of perceived school academic optimism of secondary school students with achievement motivation and psychological well-being.

Delimitations of the Study

The study was delimited to CBSE Schools of capital city of two countries Nepal and India.

3. METHODOLOGY

The Descriptive survey method was used in the following research. 240 secondary school students from one government and one private school each from capital city of Nepal and India affiliated to CBSE had been taken as sample. In the present study multistage sampling was used. For selection of cities and schools convenient sampling was used. Students from these schools were selected using simple random sampling. In order to investigate the problem, the following tools were used to collect the relevant data.

1. Achievement Motivation Scale by Pratibha Deo and Asha Mohan (2002)
2. Psychological Well-Being Scale by P D. S. Sisodia and Pooja Choudhary(2012)
3. School Academic Optimism Scale by Hoy, W. (2009).

Analysis and Interpretation

Table 1 shows difference between mean score of students of India and Nepal in their achievement motivation. Students from India disclosed higher level of achievement motivation (mean = 150.16, SD = 9.85) in comparison to students of Nepal (mean = 145.20, SD = 14.01). Test for equality on means shows significant difference in achievement motivation between students of India and Nepal ($p = 0.002 < 0.05$, t value = 3.17). Thus the hypothesis there exist no significant difference in achievement motivation with respect to ethnicity is rejected. The students of India have higher level of achievement motivation than the students of Nepal. The Indian students have higher achievement motivation as the study is done on CBSE School which is an Indian board hence it could be that the curricula are more focused on Indian conditions.

Table 1
Difference in the Level of Achievement Motivation of India and Nepal Secondary School Students

| Country | N | Mean | S.D | Df | T | P value | Remarks |
|---------|-----|--------|-------|-----|------|---------|-------------|
| India | 120 | 150.16 | 9.85 | 238 | 3.17 | .002 | Significant |
| Nepal | 120 | 145.20 | 14.01 | | | | |

$P < 0.05 \neq H_0$; $P \geq 0.05 = H_0$.

This study coincides with Hayashi (1996) which stated that there were cross cultural similarities and difference in the nature of achievement motivation.

Table 2 shows difference between mean score of students of India and Nepal in their satisfaction level. Students from Nepal disclosed higher level of satisfaction level (mean = 39.36, SD = 3.02) in comparison to students of India (mean = 38.66, SD = 4.58). Test for equality on means shows no significant difference in satisfaction level between students of India and Nepal ($p = 0.16 > 0.05$, t value = 1.40). Thus the hypothesis there exist no significant difference in satisfaction level with respect to ethnicity is not rejected.

Table 2 shows difference between mean score of students of India and Nepal in their Efficiency level. Students from India disclosed higher level of Efficiency level (mean = 39.42, SD = 4.07) in comparison to students of Nepal (mean = 38.72, SD = 4.28). Test for equality on means shows no significant difference in Efficiency level between students of India and Nepal ($p = 0.20 > 0.05$, t value = 1.30). Thus the hypothesis there exist no significant difference in Efficiency level with respect to ethnicity is not rejected.

Table 2 shows difference between mean score of students of India and Nepal in their Sociability level. Students from Nepal disclosed higher level of Sociability level (mean = 39.13, SD = 4.31) in comparison to students of India (mean = 38.92, SD = 5.06). Test for equality on means shows no significant difference in Sociability level between students of India and Nepal ($p = 0.73 > 0.05$, t value = 0.34).

Thus the hypothesis there exist no significant difference in Sociability level with respect to ethnicity is not rejected.

Table 2 shows difference between mean score of students of India and Nepal in their mental health level. Students from Nepal disclosed higher level of mental health level (mean = 39.24, SD = 4.245) in comparison to students of India (mean = 38.88, SD = 4.69). Test for equality on means shows no significant difference in mental health level between students of India and Nepal ($p = 0.54 > 0.05$, t value = 0.62). Thus the hypothesis there exist no significant difference in mental health level with respect to ethnicity is not rejected.

Table 2 shows difference between mean score of students of India and Nepal in their Interpersonal relationship. Students from Nepal disclosed higher level of Interpersonal relationship (mean = 38.92, SD = 4.75) in comparison to students of India (mean = 38.18, SD = 4.82). Test for equality on means shows no significant difference in Interpersonal relationship between students of India and Nepal ($p = 0.23 > 0.05$, t value = 1.20). Thus the hypothesis there exist no significant difference in Interpersonal relationship with respect to ethnicity is not rejected.

Table 2 shows difference between mean score of students of India and Nepal in their Psychological wellbeing. Students from Nepal disclosed higher level of Psychological wellbeing (mean = 195.36, SD = 12.31) in comparison to students of India (mean = 194.05, SD = 18.31). Test for equality on means shows no significant difference in Psychological wellbeing between students of India and Nepal ($p = 0.52 > 0.05$, t value = 0.65). Thus the hypothesis there exist no significant difference in Psychological wellbeing with respect to ethnicity is not rejected.

Table 2
Difference in the level of Psychological Well-being of
Secondary School Students of India and Nepal

| <i>Dimensions</i> | <i>Country</i> | <i>N</i> | <i>Mean</i> | <i>S.D</i> | <i>Df</i> | <i>T</i> | <i>P value</i> | <i>Remarks</i> |
|-------------------------|----------------|----------|-------------|------------|-----------|----------|----------------|----------------|
| Satisfaction | India | 120 | 38.66 | 4.58 | 238 | 1.40 | 0.16 | Insignificant |
| | Nepal | 120 | 39.36 | 3.02 | | | | |
| Efficiency | India | 120 | 39.42 | 4.07 | 238 | 1.30 | 0.20 | Insignificant |
| | Nepal | 120 | 38.72 | 4.28 | | | | |
| Sociability | India | 120 | 38.92 | 5.06 | 238 | 0.34 | 0.73 | Insignificant |
| | Nepal | 120 | 39.13 | 4.31 | | | | |
| Mental Health | India | 120 | 38.88 | 4.69 | 238 | 0.62 | 0.54 | Insignificant |
| | Nepal | 120 | 39.24 | 4.25 | | | | |
| Interpersonal Relations | India | 120 | 38.18 | 4.82 | 238 | 1.20 | 0.23 | Insignificant |
| | Nepal | 120 | 38.92 | 4.75 | | | | |
| Overall | India | 120 | 194.05 | 18.33 | 238 | 0.65 | 0.52 | Insignificant |
| | Nepal | 120 | 195.36 | 12.31 | | | | |

$P < 0.05 \neq H_0$; $P \geq 0.05 = H_0$.

The reason for not having a significant difference can be that psychological well-being is a psychological trait therefore it might not be affected by ethnicity as the culture of India and Nepal are similar in nature. Further the board taken for study is also the same for both the places.

Table 3 shows difference between mean score of students of India and Nepal in their Collective efficacy. Students of Nepal disclosed higher level of Collective efficacy (mean = 57.63, SD = 2.04) in comparison to students of India (mean = 57.63, SD = 3.53). Test for equality on means shows significant difference in Collective efficacy between students of Nepal and India ($p = 0.006 < 0.05$, t value = 2.76). Thus the hypothesis there exist no significant difference in Collective efficacy with respect to ethnicity is rejected.

Table 3 shows difference between mean score of students of India and Nepal in their Faculty trust. Students of Nepal disclosed higher level of Faculty trust (mean = 48.01, SD = 2.13) in comparison to students of India (mean = 47.87, SD = 3.26). Test for equality on means shows no significant difference in Faculty trust between students of Nepal and India ($p = 0.69 > 0.05$, t value = 0.40). Thus the hypothesis there exist no significant difference in Faculty trust with respect to ethnicity is not rejected.

Table 3 shows difference between mean score of students of India and Nepal in their Academic emphasis. Students of India disclosed higher level of Academic emphasis (mean = 26.29, SD = 2.70) in comparison to students of Nepal (mean = 26.27, SD = 2.24). Test for equality on means shows no significant difference in Academic emphasis between students of Nepal and India ($p = 0.94 > 0.05$, t value = 0.08). Thus the hypothesis there exist no significant difference in Academic emphasis with respect to ethnicity is not rejected.

Table 3 shows difference between mean score of students of India and Nepal in their perceived school academic optimism. Students of Nepal disclosed higher level of perceived school academic optimism (mean = 132.93, SD = 3.26) in comparison to students of India (mean = 131.79, SD = 5.51). Test for equality on means shows no significant difference in perceived school academic optimism between students of Nepal and India ($p = 0.052 > 0.05$, t value = 1.95). Thus the hypothesis there exist no significant difference in perceived school academic optimism with respect to ethnicity is not rejected. The reason for the students of Nepal showing higher level of collective efficacy can be that the schools under study in Nepal are the best CBSE schools in their country where the teachers are recruited through various round of interviews and test.

Table 3
Difference in the Level of Perceived School Academic Optimism of India and Nepal Secondary School Students

| <i>Dimensions</i> | <i>Country</i> | <i>N</i> | <i>Mean</i> | <i>S.D</i> | <i>Df</i> | <i>t value</i> | <i>P value</i> | <i>Remarks</i> |
|---------------------|----------------|----------|-------------|------------|-----------|----------------|----------------|----------------|
| Collective Efficacy | India | 120 | 57.63 | 3.53 | 238 | 2.76 | 0.006 | Significant |
| | Nepal | 120 | 58.66 | 2.04 | | | | |
| Faculty Trust | India | 120 | 47.87 | 3.26 | 238 | 0.40 | 0.69 | Insignificant |
| | Nepal | 120 | 48.01 | 2.13 | | | | |
| Academic Emphasis | India | 120 | 26.29 | 2.70 | 238 | 0.08 | 0.94 | Insignificant |
| | Nepal | 120 | 26.27 | 2.24 | | | | |
| Overall | India | 120 | 131.79 | 5.51 | 238 | 1.95 | 0.052 | Insignificant |
| | Nepal | 120 | 132.93 | 3.26 | | | | |

$P < 0.05 \neq H_0$; $P \geq 0.05 = H_0$.

It can be interpreted that statistically students of Nepal and India do not differ in their perception regarding school academic optimism.

Table 4
Results Pertaining to Relationship of Perceived School Academic Optimism of Secondary School Students with Achievement Motivation and Psychological Well-Being

| | | <i>School Academic Optimism</i> | <i>Achievement Motivation</i> | <i>Psychological Well-Being</i> |
|----------|---------------------|---------------------------------|-------------------------------|---------------------------------|
| Total ao | Pearson Correlation | 1 | -0.116 | 0.119 |
| | Sig. (2-tailed) | | .07 | .07 |
| | N | 240 | 240 | 240 |

From the Table 4 it is clear that coefficient of correlation between perceived school academic optimism and achievement motivation is -0.116 which is negligible. So the two variables are not correlated thereby indicating that achievement motivation is not influenced by perceived school academic optimism rather it can have influence of various others factors which are not under the scope of the study. As it has been found in the study by Elliot and McGregor (2001) that a student has its own set of personal goals which they wish to achieve and during academic task the type of goals that the student adjusts to directly affect their academic results. Schuler et. al., (2003) in their model explained that broad elements of personality form the basis of achievement motivation. Achievement motivation is based on or influenced by personal feelings, tastes, opinions and inner psychological drive which allow individuals to go for those work which they think to be precious and encourage them to achieve their goal. Therefore it can be a reason of insignificant correlation between perceived academic optimism and achievement motivation.

From the Table 4 it is clear that coefficient of correlation between perceived school academic optimism and psychological well-being 0.119 which is a negligible. So the two variables are not correlated thereby indicating that psychological well-being is not much influenced by perceived school academic optimism rather it can have influence of various others factors which are not under the scope of the study. Further (Gechman & Weiner, 1975; Jamal & Mitchell, 1980) quoted in their study that Psychological well-being is the overall effectiveness of an individual's psychological functioning. It is coordination between individual desires, wants, abilities and opportunities. It is related to have a good and satisfied life in a hedonic sense. Hence it is an internal factor more influenced by self rather than external environment.

4. DISCUSSION

The following conclusions were drawn by the investigator based on the data and its interpretation: Secondary school students of India and Nepal differ significantly in their Achievement motivation, while they do not differ in their psychological wellbeing. Students of India showed higher level of achievement motivation than the students of Nepal. When they were compared on perceived academic optimism students of India and Nepal do not differ significantly in their faculty trust and academic emphasis, but they differ in collective efficacy where students of Nepal showed higher level of collective efficacy then the students of India. The result indicates that there is negligible relationship of Perceived School Academic optimism with achievement motivation and Psychological well-being.

5. CONCLUSION

Since secondary school students differ significantly on the basis of type of school and ethnicity in their level of achievement motivation, efforts should be put into enhancing the level of achievement motivation of the students of Nepal and private schools which showed a lower level of achievement motivation.

The enhancement in the level of motivation can be done by creating an environment in the school which is threat free, using positive competition and offering genuine rewards. The result shows that there is no correlation between perceived school academic optimism and achievement motivation as well as with psychological well-being. But these three factors independently affect the achievement level of the students; hence schools should take measures and steps to improve the motivation and well-being of the students. This can be achieved by creating an environment where the learner is given a sense of control in the activity they do by making the students responsible for their work and the teacher must encourage the students in all spheres of learning.

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