

A Research on the Psychological Impact of Adolescent Motivation

Vinay Kumar

M.A. Psychology, Department of Psychology, Kurukshetra University, Kurukshetra

ARTICLE DETAILS

Article History

Published Online: 20 January 2019

Keywords

Adolescents, psychological wellbeing, achievement motivation.

ABSTRACT

Adolescence, a transitional phase marked by changes in life and consolidation of previous knowledge resulting in the formation of ego identity, is associated with the fixing of goals and therefore determining achievement motivation of a person. In fact, well-being refers to individuals' feeling and thinking about life emotional well-being which refers to pleasant and positive emotions (happiness) and the absence of unpleasant emotions (depression). Access to psychological well-being requires understanding the challenges of life. Therefore, addressing these factors has led extensive to analyze life challenges and major problems. The tendency to set goals and strive for success is influenced by a number of social and psychological factors. When speaking of psychological health, positive aspects of performance such as positive affection, purpose in life, and social cooperation are considered. Some categories can be mentioned as factors affecting psychological well-being which are as follows: feeling of life satisfaction, happiness, spirituality, optimism, meaningfulness, self-accountability, personal growth and development, autonomy, purpose of life, and positive relations with others.

1. Introduction

Achievement motivation includes following factors: great desires, strong impetus for moving upwards, long resistance when facing with problems of moderate difficulty, desire to try again to perform incomplete assignments, dynamic perception of time, and fore sighting (Hermans, 1970) [3]. Accordingly the purpose of this study was to study the relationship of achievement motivation and psychological well-being. Achievement motivation is the base for reaching success and all desires in life (Settlemyer, 2010). Achievement motivation is a mode of personality learning which leads people to try for success, gratification, and for higher personal standards (Wigfield & Eccles, 2002) [11]. The complexity of handling performances and positive appearances boost students' motivation not only in academic education, but especially in the formation of their psychosocial personality. This has prompted depth institutional study, against the impact of powerful negative psychological elements which (derive from media, information, poor families and an educational system of non-contemporary standards.

In fact, motivation is defined as a factor that initiates, guides, and maintains behavior. Achievement motivation is a comprehensive approach which evaluates its own performance based on the highest standards and makes an attempt to reach a successful performance accompanied by a pleasure. David McClelland believes that achievement motivation can be defined according to two concepts of competitiveness and a sense of superiority. Achievement motivation means needing to progress, overcoming obstacles, desiring for superiority, and maintaining high level standards (Karimi, 2005) [4]. The study aims at detailing the psychological elements operating in tangible Albanian reality, giving concrete recommendations and remedial effects. To achieve the proper motivation, we could not be based only on the internal excluding external motivation, self - esteem and the phenomenon of public and private awareness. Many psychologists emphasize the importance of education to learning and personal achievement, as an ego

that emanates internally students. On the other hand, the antagonism between intrinsic motivation and remuneration from outside, the (checking and the preventing observations of teachers on academic activities, society and family on the other side, assessing what they have (learnt, and what they (reached to adapt, appears in the form of the show off, to a better or worse behavior and formation. Motivating teenagers is the big challenge of the school, family and society. Before them today there is a far greater challenge: multi-dimensional work in forming and designing of the education in the interest of the future of our society during this transitional period.

2. Motivation In Adolescence

The scientific assessed on reports right to the field of education, it takes precedence and become an integral part of educational work. While monitoring and observation, it succeeds (to recommend the object and the subject to whom should apply effective forms and methods of education. Interdependence takes place in space, according to the social and economic conditions, environment, and relationships, interactions, which on the other hand bring fundamental differences of individual and collective psychology. Closer to reality, some issues are based on psychological perspective, the development of thinking skills in problem solving, without underestimating the characteristic features of the social environment. No recommendations can be computed on the Albanian population that reflects differences in connections north - south city - village school youth - youth student in social strata of society. Tradition on the collective psyche brings significant differences in inherited behavior. Implementation of knowledge through testing categorized enables the processing of thought in the field of education, respecting the traditional elements that have persisted. The researches on motivation have been a major component of education psychology for about thirty years so far. Time dictates turn to psychology as the science of knowledge in human behavioral system, which brings induces labor in view of education. The motivation is due

to happen when it comes to someone's capacity to be shown. Understanding human nature is immense. During these 30 years of great work, it is achieved a lot of knowledge about beliefs, values, aims, motivation and the ways of their development. "The main interest stands in the fact that how the motivation changes during the years of school as there are different factors which make the changes happen." Expectancy - value theory of achievement motivation: A developmental perspective. Processing of thought in education is not only associated with the school. It also summarizes other factors which act through propaganda in social strata, with direct or indirect effects on adolescents. Spontaneity in handling different consequences as social psychology, as well as individual psychology. Towards thought processing function takes advantage of education and the role of institutions, schools, family. The consequences lead to clashes layers with different social interests and inseparable from each - other. The conclusion, banality, de-motivation, barrenness and exposure to crime, in particular; aggressiveness, stealing, prostitution, drug use, teenage pregnancy, school drop etc. Loopholes in the field of education, creates room for abuse, ordinary behavior, gangsters, which in adolescence are fatal.

3. Pedagogical Dilemma On Adolescence

In this field of study, it is reasonable to treat psychological issues configuration, under development for two periods more subtle; adolescence and early adulthood that, which are a continuation of one - another, after preparation in the first period dominated by the effects of the formation of stable personality as the basis of its presentation in early adulthood. Seeds of activity school academic and increasing personal wellness, without denying here the concerns school and family, not hinder us to think and judge that their opposite, the impact gradual situations intriguing and seductive, will be Perehera potential risk in system education. Is this the reason why the delicate age, why should I stay away from this type of risk, which will be discusses in detail a little lower. Errors in practical activity study are expensive and they deserve sympathy, but errors in choosing the way of life "can endanger human life itself." Our goal should press on toward the goal. Not without Purpose treatise start with the teachers. Reaction basis of the study and look at the core of the emergence of psychology, the Need for Practical Implementation of Its Standards, not only for the regulation of teacher Relations - teens, soft to Organize Our consciousness. Protective Against psychic activity aggression behavior, "shouldn't give the Possibility for the Existence and development of harmless". Precisely are the Ones we shouldn't WHO appreciate this, because in our mind passes hands and the futures of the nation. Then, we found a selected line of human behavior in harmony with our social life and we are Able to convince this delicate Recognize and admin their mistakes and beyond to show teens what are the Ways of Appropriate to harmonize individual relationships with the social environment? We should try to give some explanations about possible solutions for the age group in adolescence, announcing an invitation for discussion for all those who feel they need to give advice and should remember in any case that the word "gold - care", there is distrust of a generation that is experiencing flow of phenomena of the time change is ignored for age, ability and intellect, not braking feelings and psionet for life, there is depersonalization, but is "armor protection" is

"protective screen antivirus" immoral fog, which will "catch the spirit" and without realizing it reaches the "blurring" the desire to learn, the desire to knowledge and productive life with personal and social interests.

4. Academic intrinsic motivation and its decline during adolescence

Self-determination theory of motivation distinguishes a continuum with different qualities of motivation, ranging from non-internalized (external) to more internalized, intrinsic motivation. Whereas the external forms of motivation are primarily driven by some kind of external pressure or reinforcement that are more or less independent from the specific activity, intrinsic motivation results from the task itself without considering potential consequences. Intrinsically motivated individuals derive enjoyment and positive feelings from the inherent satisfaction of doing rather than from some separable outcomes. Intrinsic motivation is a crucial factor in school that holds various desirable ramifications for students, such as the adoption of elaborated learning strategies, better task performance, the experience of positive affect, and also higher levels of general life satisfaction.

Despite the manifold advantages of intrinsic motivation, it does not remain stable throughout adolescence. Typically, it declines with increasing age, beginning as early as elementary school. For example, in a cross-sectional sample of students from 3rd to 8th grade, Lepper and colleagues (2005) found the same age differences in intrinsic motivation as Harter (1981) did almost 30 years earlier. Similar results were observed in longitudinal studies: Corpus and colleagues (2009) observed a steady decline of intrinsic motivation in elementary students and adolescents within one academic year. During childhood and adolescence intrinsic motivation starts to decline from the age of nine and continues up to the age of 16. The overall pattern of change is similar for general academic motivation and motivations in different domains of academic achievement; although the decline in intrinsic motivation seems to be slightly more pronounced in math and science.

Moreover, intrinsic aspirations are significant predictors of high school adjustment in adolescence. A 3-year longitudinal study even identified intrinsic motivation as the essential resilience factor that protected students from negative long-term effects associated with the transition from junior to high school. Furthermore, in adulthood greater intrinsic motivation is associated with higher job-satisfaction, innovative performance, and even life satisfaction. Overall, pronounced intrinsic motivation is a crucial factor in students' life, influencing not only their academic achievements, but also their lives in general outside school. A similar trend can be found for related constructs such as students' learning motivations, pursuit of mastery goals, and enjoyment of academic activities and also overall ratings of school's usefulness in general. All studies report a continuous decline of internalized, autonomous motivation throughout students' school careers. Altogether, the decline of intrinsic motivation during childhood and adolescence can be observed since over three decades in cross-sectional and also longitudinal designs, virtually without contradictory results. However, the reason for the decreasing intrinsic motivation in school is not yet clear. In line with basic needs theory, it is proposed that the observed decline in academic intrinsic motivation is a consequence of an

insufficient satisfaction of students' basic psychological needs that are less adequately addressed by traditional school settings as students grow older.

5. Role of basic psychological needs

The need for competence reflects students' trust in their personal mastery of academic tasks instead of feeling inept or incompetent. In school, this need is addressed, for example, by mastering assignments that are neither too easy and nor too difficult, but optimally challenging, or by teachers that encourage students to try to solve problems on their own. If students do not believe they can master an assigned task adequately, they frequently will not even attempt it; perceptions of incompetence even contribute to the decision to drop out of school altogether. In a national, longitudinal survey on educational attainment about a third of all dropouts claimed they left school because they could not keep up with the demands in school. Changes in the perception of competence are also a highly powerful predictor of respective changes in course interests and the motivation to actively participate in class. A longitudinal study on youths from grades 1 through 12 found that declines in feelings of competence accounted for significant portions of the age-related decline in subject-specific interests in school. The need for relatedness represents the importance of belonging, to be meaningfully connected to significant others. In school, it can be satisfied, for example, by perceiving oneself to be an important part of the class and being accepted by peers and teachers. Students who report caring and supportive interpersonal relationships in school have more positive academic attitudes, are more satisfied with school in general, and are also more engaged in academic assignments.

Teachers supporting autonomy generate greater school related interest and confidence and, thus, facilitate academic intrinsic motivation. Findings from a longitudinal study showed that satisfaction of autonomy (and also competence) needs even predict general, long-term interest orientation, an indicator of intrinsic motivation, in later life. The emphasis on grades and rules comes at a time when students typically have a greater need to assert their individuality and feel that they should receive more, rather than less freedom. In line with these observations, a cross-sectional study identified autonomy support by teachers as an important mediator of the age effect on intrinsic motivation.

In a network analysis, Ryan (2001) demonstrated that the context provided by the peer group represents a focal predictor

of seventh graders' intrinsic enjoyment and liking of school. Highly similar patterns also emerged across different cultures: perceived peer support predicted academic intrinsic motivation in less and also highly individualistic countries. However, early adolescence is a period of transition. The peer group becomes increasingly important and authoritative influences on behavior (i.e. by parents or teachers) tend to decline in importance. As adolescents grow older, they become more concerned about their position among peers (and rely on peers for social comparison and emotional support. Thus, as students grow older, satisfaction of the need for social relatedness happens outside of school as well as or even better than within school.

In their motivational theory Ryan and Deci (2004) mainly focus on the fulfillment of the three fundamental psychological needs that are supposed to be essential preconditions for an individual's development of intrinsic motivation. Cross-sectional as well as some longitudinal data clearly link higher satisfaction of the need for autonomy, the need for competence, and also the need for social relatedness to increases in academic intrinsic motivation. Satisfaction of these three needs is associated with a number of positive outcomes, including higher levels of intrinsic motivation. An insufficient need satisfaction might serve as an explanation for the age-related decline in academic intrinsic motivations in youths: The need for autonomy refers to one's freedom of choice in the sense that one is not coerced or controlled by others. In educational settings, this is reflected, for example, in students' freedom to make independent decisions regarding the content and organization of their assignments. Several studies showed that students are more engaged when teachers use various autonomy-supportive practices during instruction, such as allowing students to express dissatisfaction with learning tasks or providing opportunities to make own choices.

6. Conclusion

The study of this showed that there is a psychological well-being Impact on Motivation Level of Adolescents. The achievement motivation can be considered as the main introduction to the success. It predicts performance outcomes directly. In general, those who are motivated to be successful are more interested in moving toward the future and paying attention to innovative activities and they are more involved in future plans. Such people understand the situations in which their abilities are tested motivation as a prerequisite for success and superiority.

References

1. Caldwell LT. Considering achievement motives: Exploring educational success in African American students. Doctoral Dissertation, Southern Illinois University Carbondale, 2005.
2. Diener E, Suh EM, Lucas RE, Smith HL. Subjective well-being: Three decades of progress. *Psychological Bulletin*, 1999; 125(2):276-302.
3. Hermans HJM. A Questionnaire Measure of Achievement Motivation. *Journal of Applied Psychology*. 1970; 54:35.
4. Karimi Y. Theories of Personality, (Translated by: Karimi, Y., Jamhari, F., Naghshbandi, S., Gudarzi, B., Bahiraei, H. & Nikkhu, M.), Tehran: Arasbaran Publications, 2005.
5. Kaur J. Role of psychological wellbeing and its impact on the motivational level of the employees in IT sector. *International Journal of Advanced Research in Management and Social Sciences*. 2013; 2(6).
6. Keyes CLM. Promoting and protecting mental health as flourishing: a complementary strategy for improving national mental health. *American psychologist*, 2007; 62:95-108.
7. Li Y, Lan L, Ju C. Self-esteem, gender, and the relationship between extraversion and subjective wellbeing. *Social Behavior and Personality: An international journal*. 2015; 43:1243-1254.

8. Manual of Deo-Mohan Achievement Motivation Scale. National Psychological Corporation, Kacherighat, Agra, 1985.
9. Ryff CD. Psychological well-being in adult life. *Current Directions in Psychological Science*. 1995; 4:99-104.
10. Settlemyer BJ. Achievement motivation profiles of 2010 academic year graduates Newberry College. Doctoral Dissertation, Oklahoma State University, 2010.
11. Wigfield A, Eccles JS. (Eds.). *Development of achievement motivation*. San Diego, CA: Academic Press, 2002.
12. Anita, P. and Jebaseelan, S.U. (2018). Study on Achievement Motivation among Adolescent Students in Colleges of Trichirappalli, Dt. *Journal Of Humanities And Social Science*.25-31.
13. Devkumar, M. (2018). Gender Differences in Achievement Motivation and Academic Self Concept of SSC Board Students. *Online International Interdisciplinary Research Journal, {Bi-Monthly}*, Volume-08. 101-112.
14. Maheswari K, K and Aruna, M. (2016). Gender difference and achievement motivation among adolescent school students. *Journal of applied science*. 2(1): 149-152.
15. Pany, S. (2014). Achievement Motivation of College Students in relation to their Gender, Stream and Locale. *Online International Interdisciplinary Research Journal, {Bi-Monthly}*, Volume-IV.360-367
16. Upadhyay. S., and Tiwari. A. (2009). Achievement Motivation across Different Academic Majors. *Indian Journal of Social Science Researches*, 6(2), 128-132.