

## A COMPARATIVE STUDY OF OPTIMISM AND ACHIEVEMENT MOTIVATION AMONG ADOLESCENCE

<sup>1</sup>Sandeep , <sup>2</sup>Rajbala

<sup>1</sup>Research Scholar

Department of Applied Psychology, Guru Jambheshwar University of Science & Technology, Hisar (Haryana).

Phone: +91-7988575290 E-mail: kohli657@gmail.com

<sup>2</sup>Student

Department of Applied Psychology, Guru Jambheshwar University of Science & Technology, Hisar (Haryana).

Phone: +91-7988575290, E-mail: kohli657@gmail.com

### ABSTRACT

Students are the greatest resource of a nation. They are to be given appropriate guidance and counselling so that they can lead their lives successfully. Achievement motivation and optimism are important factors for the success in their life. In the present world everybody wants for undeniable degree of achievement. Achievement motivation is a steady endeavouring power by which an individual make progress to achieve standard of greatness. The present study is an attempt in making an understanding of how optimism is related to achievement motivation and how boys and girls are differ on these variables. The findings revealed that girls showed more optimism as compare to boys. Boys scored higher on dimensions of achievement motivation than girls. Optimism was significantly correlated with seven dimensions of achievement motivation out of seventeen dimensions.

**Keyword:** *Optimism, Achievement Motivation, Adolescence, Students;*

### Optimism

Optimism is an attitude which shows some faith and hope regarding some positive efforts that are favourable for the present situation. People in general characterizes optimism as the glass as half full or seeing a polished layer in any wonder or the propensity for sitting tight for a glad completion of any genuine. Optimism has connections to binds to hundreds of years of society astuteness and furthermore to a class of mental speculations of inspiration. It appears that although pessimism may offer adaptive qualities, on the whole optimists are never worse off than pessimists (Scherer & Carver, 1992). Optimism means a tendency of the people in believing that good things are going to happen. In other words, they believe that the actual world is the best of all possible worlds. Furthermore, good things must ultimately win over evil in the universe, and they have hopeful disposition or inclination to take favorable views (Skye, 1985). Optimism has been demonstrated to be a helpful indicator for less tension and sadness in malignancy patients and better rest quality in sound local area individuals just as moderating the unfriendly effect of psychological warfare on emotional well-being and prosperity in overcomers of a fear assault (Baekeland et al., 2016). Moreover, optimism has been related with diminished danger of, coronary illness, lower mortality and with a lower hazard of self-destructive ideation (Huffman et al., 2016).

### Achievement Motivation

The term motivation is gotten from the word 'motive'. This word motive is shows something is moving right into it. Accordingly, motives are powers which instigate individuals to act in way, to guarantee the satisfaction of a specific human need at a time. Behind each human activity there is a motive. If there is no motive of any this action is not meant a full action because there is no any objective for this action. It is also clear that motivation might be characterized as arranged administrative cycles, which animate individuals to work to the best of their abilities, by giving them intentions, which depend on their unfulfilled requirements. "Motivation means a process of stimulating people to action to accomplish desired goods (Scott)." "Motivation is the process of attempting to influence others to do your will through the possibility of gain or reward".

### Objective of the study

- 1) To study optimism among adolescents.
- 2) To study achievement motivation among adolescents.
- 3) To compare the optimism and achievement motivation of boys and girls.
- 4) To study the correlation between optimism and achievement motivation among adolescence.
- 5) To compare the achievement motivation of boys and girls.

### Review of literature

#### Optimism

Tripathi and Chaturvedi (2014) found that optimism is inward trait of a person which controls and persuades that individual to move towards the objective and put stock in certain results. Even in negative situations, optimism believes in their capabilities if the situation is not change they do not leave the spirit of optimism. Optimism accentuates on good parts of circumstances, activities and occasions and they have faith in the most ideal results later on. Optimism achieves positive results in relational connections by advancing ideal hopes which turn cause singular seek after their work and relationship as per their objective increasingly more assurance and consistence. Although it would seem natural to always connects with optimistic view points and positive psychology and the positive psychology motivated the individual to work on their goal.

Sharma and Kumar (2015) discovered to be optimism fundamentally and contrarily related with self confidence in absolute subjects and gender gatherings and furthermore discovered to be simply the indicator variable – trust in all out subjects and male subjects. Optimism was found to be significantly and negatively correlated with self optimism and self optimism place an important factor in achievement motivation and optimism.

### **Achievement Motivation**

Muola (2010) found that there is critical connection between the understudy's scores in academic achievement motivation and six of the home natural components. These discoveries propose that most ideal home climate spurs a youngster to dominate in school. In the event that the home climate is brimming with hopeful and significant degree of training which regularly goes with high word related status implies that the guardians will actually want to give the important learning offices and to help the kid with is work which is given in is school. A parent with a little family won't just think that its simple t accommodate the actual requirements of the youngster. In any case, will likewise be in the situation to be given him consideration, consolation incitement and backing with his homework. If the home environment is full of positive feelings and all the family members takes an optimistic point of view in his life there is a chance of better academic achievement motivation in these students.

Arbabisarjou et al. (2016) found that there is a direct relationship between academic performance of students and achievement motivation. These results indicated that motivational factors play an important role in academic achievement and achievement motivation is depend on different factors. Achievement motivation is depend on students environment which given by the parents and teachers two there children. Some schools make a great opportunity for the students improve performance in their academic field.

Hassan and Sarkar (2018) found that there is no significant relationship between achievement motivation and academic achievement. A positive correlation between achievement motivation and academic achievement was found among the total samples especially among the urban and rural girls and rural students and a negative correlation was found among the boy students. On the other hand other indicates the same result. In Sikwari (2014) study on these variables is shows that there is significant relationship between academic achievement and motivation. So here it is clear that these studies concluded that there is a positive correlation between the two variables achievement motivation and academic achievement and it also help for the teachers to improve their student's performance according to time to time.

### **Optimism and Achievement Motivation**

Hussein (2016) found that there is no significant relationship between optimism, achievement motivation and academic achievement of students. The sample was selected included teachers and students in sixth city Zaveh which between them 50 teachers and 500 students with random sampling cluster level, 50 schools from each school, and one class for each grade 10 students were selected. Here the results show that the three variables optimism, achievement motivation and academic achievement all are not significantly correlated.

Sarouni et al. (2016) discovered that there is negative connection between mental pressing factor, optimism and achievement motivation. The example included 200 2nd grade 2nd period male secondary schools understudies in Sooran. In his exploration they found that if expanding in understudy's psychological pressing factor lessens their hopefulness. Furthermore, here the relapse investigation predicts the 5% of fluctuation in optimism. These discoveries predictable with the outcomes got from an investigation directed by Jafar-Tabatabaee (2013) and Khoshouei (2009).

Chamuah and Sankar (2018) concluded that achievement motivation and learned optimism are positively and significantly correlated with happiness. It is also concluded that achievement motivation and learned optimism are having significant variance on happiness of students. It means that the person who has great level of achievement motivation most probably experience better happiness in their life. On the other the people who have high level of achievement motivation are expected to take bad circumstances more patiently as compare to the level of achievement motivation. So here is clear that and the people are higher level of achievement motivation and high level of learned optimism may also have excellent level of happiness.

### **Hypotheses**

1) There is a significant correlation between the optimism and achievement motivation among adolescence.

2) Ho: There is no significant difference between boys and girls student on optimism and achievement motivation.

### Research Methodology

Here the researcher doing a comparative research and in comparative research he wants finds out the correlation between the two variables. For this the researcher makes a correlational research design.

### Sample

The sample for the study consisted of 100 students of both gender. Fifty are the boys and fifty are the girls. In the present study purposive sampling technique was used. Permission was taken to the school principle for data collection. For the data collection 8, 9, 10, 11, 12 class students of both genders are assured well. Tools were given to all the adolescents for measuring optimism and achievement motivation. 20 students from each class were included in the sample for the present study. In this way data of 100 adolescents were included for this study. Following criteria has been taken for inclusion criteria of a student as a sample from population.

- He/ she should a regular student in school.
- He/ she should be in age group of 11 to 18 years..

### Tools used

- 1) Life orientation test (LOT- R) used for measure the optimism.
- 2) Achievement motivation scale used for measure the achievement motivation.

### Result and Discussion

Data analysis was done according to the objectives of the study. The interpretation of data was done by using statistical package for the social sciences (SPSS).

**Table – 1**

**Analysis on Achievement Motivation of Boys and Girls**

Variables		Boys ( N= 50)				Girls ( N= 50)			
		Minimum Score	Maximum Score	Mean	SD	Minimum Score	Maximum Score	Mean	SD
Achievement Motivation		117	203	172.06	2.949	94	197	160.58	24.276
	Compensatory effort	8	15	12.90	1.657	7	15	12.60	2.040
	Competitiveness	6	15	12.38	1.926	7	15	11.62	1.850
	Confidence in success	9	15	12.52	1.542	7	15	11.24	2.086
	Dominance	6	15	11.56	1.950	6	15	10.68	2.104
	Eagerness to learn	5	10	8.56	1.280	3	10	8.46	1.705
	Engagements	4	10	6.72	1.578	3	9	6.42	1.630
	Fearlessness	3	15	11.48	2.613	5	15	11.12	2.274
	Flexibility	5	15	12.66	1.965	5	15	12.10	2.705
	Flow	6	15	11.34	2.191	6	15	9.88	2.362

Goal setting	4	10	7.96	1.873	4	10	7.52	2.023
independence	7	15	11.94	1.634	4	15	10.62	2.346
Internality	4	10	8.40	1.400	3	10	8.02	1.943
Persistence	3	10	7.80	1.773	3	10	7.26	1.724
Preference for difficult task	2	10	7.94	1.812	3	10	7.42	1.642
Pride in productivity	5	10	8.32	1.406	4	10	7.38	1.958
Self control	3	15	11.80	2.611	5	15	11.10	2.613
Status orientation	4	10	7.78	2.063	3	10	7.48	2.102

On the basis of table 1 the researcher found that on achievement motivation the boys minimum raw score is 117 and the girls minimum raw score is 94. And on achievement motivation the maximum raw score of boy's 203 and girl's maximum raw score is 197. Here the research is also mentioned the raw score mean and standard deviation of achievement on different dimension. On the eight dimension of achievement motivation the boy's minimum raw score is high in comparison to girl's minimum raw score. These eight dimensions are compensatory effort, confidence, eagerness to learn, engagements, independence, internality, pride in productivity, status orientation. On four dimensions the girls minimum raw score is high in comparison to boys minimum raw score. These four dimensions are competitiveness, fearlessness, preference in difficult task, self control. On five dimensions the boys and girls minimum raw score is same. These five dimensions are dominance, flexibility, flow, goal setting, persistent. On engagements dimension the boy's maximum raw score is high in comparison to girls maximum raw score. On other sixteen dimensions the boys and girls maximum raw score is equal. These dimensions are compensatory effort, competitiveness, confidence in success, dominance, eagerness to learn, fearlessness, flexibility, flow, goal setting, independence, internality, persistence, preference in difficult task, pride in productivity, self control, status orientation. Here it also clearly see in the table 2 the boys mean is high in comparison to girls mean on achievement motivation and their seventeen dimensions.

**Table -2****A Correlation table of optimism and Achievement Motivation**

Sr. no	Dimension of Achievement Motivation	Optimism
1	Compensatory effort	.281**
2	Competitiveness	.168
3	Confidence in success	.037
4	Dominance	.095
5	Eagerness to learn	.288**
6	Engagements	.030
7	Fearlessness	.259**

8	Flexibility	.348**
9	Flow	.181
10	Goal setting	.205*
11	Independence	.232*
12	Internality	.086
13	Persistence	.178
14	Preference for difficult task	.202*
15	Pride in productivity	.283**
16	Self control	.136
17	Status orientation	.214*
Overall Achievement Motivation		.299**

\*\*p< .01 level, \* p< .05 level

The aim of the study was to study the relationship between optimism and achievement motivation among adolescents. The hypothesis related to this objective was that *there is a significant correlation between the optimism and achievement motivation of among adolescence*. Pearson product-moment method was applied to all the variables. For the sake of convenience of meaningful presentation, the correlation is shown in Table 2. This showed that Optimism was positively and significantly correlated with 9 measures of achievement motivation. Optimism is positively and significantly correlated with Compensatory effort ( $r = .281^{**}$ ,  $p < .01$  level), Engagements ( $r = .281^{**}$ ,  $p < .01$  level), Flexibility ( $r = .259^{**}$ ,  $p < .01$  level), Flow ( $r = .348^{**}$ ,  $p < .01$  level), Goal setting ( $r = .205^{*}$ ,  $p < .05$  level), Independence ( $r = .232^{*}$ ,  $p < .05$  level), Preference for difficult task ( $r = .202^{*}$ ,  $p < .05$  level), Pride in productivity ( $r = .283^{**}$ ,  $p < .01$  level) and Status orientation ( $r = .214^{*}$ ,  $p < .05$  level). After the analysis we can say that the optimism and achievement motivation is positively correlated. Hence our first hypothesis is accepted there is a significant correlation between optimism and achievement motivation among adolescents. The finding is consistent with the study of Sarouni, Jenaabadi, Pourghaz (2016) who examine the relationship of mental pressure with optimism and academic achievement motivation among second grade male high school students. This study results indicated the mental pressure was significantly and negatively correlated to optimism such that mental pressure with an increases in mental pressure students' optimism decreased. And this study also revealed that mental pressure was significantly and negatively related to students' academic achievement motivation such that with an increase in mental pressure, students' academic achievement motivation decreased.

**Table - 3**  
**A mean difference table on optimism between boys and girls**

Variables	Boys ( N= 50)		Girls ( N=50)		t	Sig.
	Mean	SD	Mean	SD		
optimism	13.14	2.949	14.68	3.267	2.47**	.01

\*\* p < .01 level, \* p< .05 level

On the basis of about table 3 it was analysis there is a significant mean difference in between boys and girls on optimism. As it is shown in the table on optimism mean score of girls is high in comparison to boys mean score.

And the t-value is also significant at .01 levels on optimism. Hence our hypothesis there is no significant mean difference in optimism between boys and girls is rejected. This findings is consistent with the study of **Singh& Mishra(2014)** there is no significant different on optimism on males and females. Male and females respondent were predominantly optimistic and very optimistic respectively. Fortunately very few of them reported pessimistic & very pessimistic. Thus gender of the respondents did not seem to influence optimistic- pessimistic attitude of the respondents. And 5% level of significance there was no significant difference of optimism and pessimism among adolescents across gender.

**Table - 4****A mean difference table on Achievement Motivation between boys and girls**

Variable	Boys ( N = 50)		Girls ( N = 50)		T
	Mean	SD	Mean	SD	
Achievement Motivation	172.06	15.045	160.58	24.276	2.84*
Compensatory effort	12.90	1.657	12.60	2.040	.80
Competitiveness	12.38	1.926	11.62	1.850	2.01
Confidence in success	12.52	1.542	11.24	2.086	3.49**
Dominance	11.56	1.950	10.68	2.104	2.16*
Eagerness to learn	8.56	1.280	8.46	1.705	2.16
Engagements	6.72	1.578	6.42	1.630	.93
Fearlessness	11.48	2.613	11.12	2.274	.73
Flexibility	12.66	1.965	12.10	2.705	1.18
Flow	11.34	2.191	9.88	2.362	3.20**
Goal setting	7.96	1.873	7.52	2.023	1.12
Independence	11.94	1.634	10.62	2.346	3.26**
Internality	8.40	1.400	8.02	1.943	3.26
Persistence	7.80	1.773	7.26	1.724	1.54
Preference for difficult task	7.94	1.812	7.42	1.642	1.50
Pride in productivity	8.32	1.406	7.38	1.958	2.75**
Self control	11.80	2.611	11.10	2.613	1.34
Status orientation	7.78	2.063	7.48	2.102	.72

\*\* p< .01 level, \* p< .05 level

On the basis of table 4 it was analysis there is significant mean difference in achievement motivation between boys and girls. As it is shown in the table on achievement motivation boys mean score is high in comparison to girls mean scores. The t value is significant at 0.01 levels on four dimension confidence in success ( $t = 3.49^{**}$ ), flow ( $t = 3.20^{**}$ ), independence ( $t = 3.26^{**}$ ), and pride in productivity ( $t = 2.75^{**}$ ) and two dimensions are significant at 0.05 level competitiveness ( $2.01^{*}$ ), dominance ( $2.16^{*}$ ). Hence the hypothesis there is no significant mean difference in achievement motivation between boys and girls is rejected. This finding is consistent with the study of **Devakumar (2018)** in that study the results revealed that there was significant differences in achievement motivation scores where the girls scored higher than the boys. On the contrary there were minimal differences in the academic self concept scores on the basis of gender.

#### **Implication of the study**

Positive psychology is a growing field in India. The present study has contributed to the field of positive psychology by examine the different dimension of achievement motivation and optimism. Psychology is addressed as the science of behaviour and mental processes, predicting and explaining behaviour and mental process are the main goals of psychology. Adolescence is age of many biological and sociological changes and in this age every child facing different conflict related to their education and their carrier. So if any researcher see the present research here he clear that if any child optimism level is high the child achievement motivation level is also high because the present research result shows that optimism and achievement motivation significant correlated. In the field of education that research is show helpful for the teacher, counsellor to make our child show optimistic and feel positive in their life.



**Further suggestion**

After mentioning the limitation and implication there are some further suggestions

- 1) This study includes participants of Fatehabad district private school; it can be extended to other district of Haryana state even all over India.
- 2) This study includes 100 participants; it can be extent to big sample size.
- 3) Transgender participants can be included in future studied.
- 4) This study includes only two variables other variables can be include.

**Reference**

- Arbabisarjou, A., Zare, S., Shahrakipour, M., & Ghoreishinia, G. (2016). The relationship between academic achievement motivation and academic performance among medical students. *International Journal of Pharmacy and Technology*. 8(2) 12272-12280.
- Awan, R. U. N., Noureen, G., & Naz, A. (2011). A Study of Relationship between Achievement Motivation, Self Concept and Achievement in English and Mathematics at Secondary Level. *International education studies*. 4(3) 72-79.
- Beheshtifar, M. (2013). Organizational optimism: A considerable issue to success. *Journal of Social Issues & Humanities*, 1(6), 23-32.
- Chamuah, A., & Sankar, R. (2018). Achievement motivation and learned optimism as determinants of happiness in students. *Journal of Multidisciplinary Subjects*, 12(2), 9-15.
- Chetri, S. (2014). Achievement motivation of adolescents and its relationship with academic achievement. *International Journal of Humanities and Social Science Invention*, 3(6), 8-15.
- Das, A., & Sheoran, J. (2019). Emerging Positive Psychology: A Study on Optimism, Life Satisfaction and Counselling Process. *Educational Quest*. 10(3) 99-105.
- Demirtaş, A. S. (2020). Optimism and happiness in undergraduate students: Cognitive flexibility and adjustment to university life as mediators. *Annals de Psychologies/Annals of Psychology*. 36 (2) 320-329.
- Ekeh, P. U., & Njoku, C. (2014). Academic optimism, student's academic motivation and emotional competence in an inclusive school setting. *European Scientific Journal*, 10(19).
- Hanssen, M. M., Vancleef, L. M. G., Vlaeyen, J. W. S., Hayes, A. F., Schouten, E. G. W., & Peters, M. L. (2015). Optimism, motivational coping and well-being: Evidence supporting the importance of flexible goal adjustment. *Journal of Happiness Studies*. 16 (6) 1525-1537.
- Hoy, W., Tarter, C. and Hoy, A. (2006). Academic optimism of schools: a force for student achievement. *American Educational Research Journal*, 43(3), 425-446.
- Khademi, M., & Kadhodaie, M. (2015). The Effect of Learned Optimism on Achievement Motivation and Academic Resilience in Female Adolescents. *Positive Psychology Research*, 1(2), 80-65.
- Kumari, K., & Qasim, S. H. (2015). A Study of Achievement Motivation in Relation to Academic Achievement of Higher Secondary Students.
- Mishra, H. P. (2017). Achievement Motivation of Secondary School Students in Murshidabad District of West Bengal. *International Journal of Peace, Education and Development*, 5(1), 15-23.
- Mishra, K. K. (2012). Optimism as Predictor of Good Life. *Gujarat Forensic Sciences*.
- Moradi, K., Vaezi, M. A., Farzaneh, M., & Mirzaee, M. (2014). Relationship between academic optimism and academic achievement in boy high school students of Districts 6 and 9 in Tehran. *Journal of Research in Academic Learning*, 2(5), 69-80.
- Muola, J. M. (2010). A study of the relationship between academic achievement motivation and home environment among standard eight pupils.
- Nelson, L. M. (2012). The relationship between academic optimism and academic achievement in middle schools in Mississippi.
- Nasab, S. H., Asgari, A., & Ayati, M. (2015). The relation between academic optimism and motivation of academic advancement with respect of mediating role of academic efficacy of the second grade students. *International J. Soc. Sci. & Education*. 5 (4) 707-722.
- Jaccub Thirumeni Pushparaj, M. D., & Dhanasakaran, D. (2016). A Study of Personality, and Achievement Motivation of the Students at Standard IX Level. *Shan lax International Journal of Arts, Science and Humanities*. 3 (4) 78-84.
- Raboteg-Šarić, Z., Merkaš, M., Majić, M., & Raboteg, Z. (2011). Family characteristics, hope and optimism as determinants of academic achievement among adolescents. *Positive psychology in education*. Zagreb: Faculty of Teacher Education, University of Zagreb & ECNSI, 73-88.

- Sarouni, A. S., Jenaabadi, H., & Pourghaz, A. (2016). The Relationship of Mental Pressure with Optimism and Academic Achievement Motivation among Second Grade Male High School Students. *International Education Studies*, 9(8), 127-133.
- Sarouni, A. S., Jenaabadi, H., & Pourghaz, A. (2016). The Relationship of Mental Pressure with Optimism and Academic Achievement Motivation among Second Grade Male High School Students. *International Education Studies*, 9(8) 127-133.
- Sharma, P., & Kumar, S. (2015). Optimism, Gratitude and Emotional Intelligence as Correlates of Self-Confidence of Early Adults.
- Shekhar, C., & Devi, R. (2012). Achievement motivation across gender and different academic majors. *Journal of Educational and Developmental Psychology*, 2(2), 105.
- Singh, I., & Jha, A. (2013). Anxiety, optimism and academic achievement among students of private medical and engineering colleges: a comparative study. *Journal of Educational and Developmental Psychology*, 3(1), 222.
- Singh, K. (2011). Study of achievement motivation in relation to academic achievement of students. *International Journal of Educational Planning & Administration*, 1(2), 161-171.
- Tripathi, A., & Chaturvedi, K. R. (2014). Impact of intrinsic motivation on performance: A literature review. *International Journal of Organizational Behaviour & Management Perspectives*, 3(4), 1266.
- Yates, S. M. (2002). The influence of optimism and pessimism on student achievement in mathematics. *Mathematics Education Research Journal*, 14(1), 4-15.