



Effect of Psychosocial Education on Achievement Motivation Among Adolescents

KEYWORDS

achievement motivation, psychosocial education

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ABSTRACT *Achievement is a life long concern for any individual. Among adolescents it is a more serious issue as it concerns with new roles, responsibilities, academics and career. The present study aims at understanding the effect of psychosocial education on the level of achievement motivation among adolescents. College going adolescents of age 15 to 16 years was considered as participants for the study who were selected using purposive sampling method. Deo Mohan Achievement motivation scale was used for assessing the level of motivation towards achievement before and after training program. Psychosocial education program consisted of six sessions in which concepts related to achievement was discussed with the adolescents like stress management, communication skills, problem solving and critical thinking, goal setting and achievement motivation, career selection and decision making skills. Repeated measures t test was employed to find the significant difference in the achievement motivation before and after psychosocial education. Results indicated the significant effect of psychosocial education in improving the achievement motivation among the adolescents.*

In the contemporary society achievement is a lifelong concern (Steinberg, 2002). Achievement concerns the development of motives, capabilities, interests, and behavior that have to do with performance in evaluative situations (Santrock, 2007). Achievement becomes a concern of more seriousness for most of the adolescents as adolescents are forced toward new roles, and responsibility. During adolescence there is new social pressure and academic pressure. Their motivation and performance is influenced mostly by the expectations that their parents, teachers and other adults have for their achievement (Eccles, 2007). Achievement during adolescence is more specifically correlated with their performance in academics most of the times. A basis for individual's self-conceptions and their image in the society is determined by the amount of education a person has completed and the job he or she holds (Featherman, 1980). Hence adolescents start to perceive their current successes and failures as predictors of future outcomes in the adult works. They start concentrating more on academics and cut into the time they would spend on their social interests (Santrock, 2002). Adapting effectively to the new academic and social pressure is determined by psychological, motivational and contextual factors (Pintrich, 2003). Achievement motivation is more important during adolescence because the educational and occupational decisions made during adolescence are more numerous, and that the consequences of such decisions are more serious than the decisions characteristic of childhood. All these decisions have important implications for the sort of choices and plans the adolescent will make in the future, which in turn will influence his or her earnings, life style, identity, and subsequent psychological development. The social transition and intellectual changes makes achievement an issue of special significance. It is during adolescence the individuals start seeing the long term consequences of educational and occupational choices which is dependent on achievement.

Achievement Motivation is the attitude to achieve rather than the achievements themselves (Chetri , 2014). A number of motivational processes are involved in achievement

like intrinsic motivation and extrinsic motivation. Intrinsic motivation is based on internal factors such as self determination, curiosity, challenge and effort. Extrinsic motivation involves rewards and punishments. Intrinsic motivation is much positively linked with achievement (Lepper, Corpus &lyengar, 2005). The major intrinsic motivational factors are self determination and personal choice, optimal experiences and flow, interest, cognitive engagement and self responsibility. Intrinsic motivation can be increased by making the adolescents self determined and giving them responsibilities where they work according to their personal choice. Csikszentmihalyi opined that for the adolescents to enjoy the process of achievement optimal experience and flow are important. People experience the feelings of deep enjoyment and happiness when optimal experiences occur. Adolescents achievement motivation is increased when there is a learning environment that encourages them to become cognitively engaged and make them responsible for their learning (Blumenfeld, Krajcik, & Kempler, 2006). Need for achievement is an intrinsically motivated desire to perform well that operates even in the absence of external rewards for success. Need for achievement is defined as the extent to which an individual strives for success (McClelland, Atkinson, Clark, & Lowell, 1953). Intrinsic motivation also increases goal directed persistence which is the capacity to establish goal and follow through on achieving it without being put off or distracted by competing interests (Guare, Dawson &Guare, 2013). Extrinsic rewards also contribute to competence and mastery (Reeve, 2006). Though achievement motivation is high among most of the adolescents some of them fail to achieve because of few motivational obstacles such as procrastination, anxiety, having unreachable goals, hopelessness, nonperformance etc (Santrock, 2008). The review of articles by Spera (2005) indicates that parental involvement and monitoring are robust predictors of adolescent achievement. Nelson &DeBacker (2008) examined the Achievement Motivation in Adolescents: The Role of Peer Climate and Best Friends which indicated that adolescents who perceived being valued and respected by classmates were more likely to report adaptive achievement motivation and it was also

related to having a good quality friendship and a best friend who values academics. Having a poor quality friendship and perceiving classmates to be resistant to school norms were related to reports of maladaptive achievement motivation. Achievement among adolescents in most of the cases is related to academic achievement. Becker & Luthar (2010) indicated that social-emotional factors act as both risk and protective factors for disadvantaged students' learning and opportunities for academic success. The Four critical social-emotional components that influence achievement performance are academic and school attachment, teacher support, peer values, and mental health. Giving information to adolescents about the factors contributing and contradicting their achievement motivation is the responsibility of teachers and parents. Information about the different factors can be given in the form of psychosocial education, training, do it yourself activities and so on. The real meaning of achievement lies in more than winning something or standing first in many activities. Accepting failures in positive manner and with good spirits is also an achievement. This education is required for the adolescents.

Keeping the above background the present study was conducted with an objective of understanding the effect of psychosocial education on the achievement motivation among adolescents.

Method

Hypothesis

- There is a significant effect of psychosocial education on achievement motivation among adolescents.

Independent variable

Psychosocial education

Dependent variable

Achievement motivation

Participants

Purposive sampling method was followed for data collection. Sample for the study consisted of 81 college going adolescents studying in first PUC belonging to the age group 15 to 16 years. Out of 81 adolescents 45 were males and 36 were females. Only one college and students studying in only one stream i.e. commerce was selected for the study as it helped in planning the intervention. All the participants could communicate in English and Kannada

Tool - Deo Mohan Achievement Motivation Scale

Deo Mohan Achievement Motivation scale is used to assess the level of achievement motivation developed by Deo, P. & Mohan, A in 1985. This scale consists of 50 items out of which 13 are negative and 37 are positive items which are based on 3 factors: (1) Academic factors, (2) Factors of general field of interest & (3) Social interest. The total score is the summation of all positive and negative item score. The minimum score obtained can be 0 and the maximum can be 200. High score indicates high level of achievement motivation and low score indicates low achievement motivation. The raw scores are interpreted by referring to the norms. The obtained test-retest reliability coefficient was found to be 0.89. The coefficient of reliability of the scale was sufficiently high.

Research Design

The study adopts one group pretest posttest design

Procedure

A detailed explanation of the purpose of the study was given to the principal of the college and permission was sought. After obtaining the permission from the principal participants were met and the objectives of the study were explained to them clearly. A written consent was taken from the participants. After that demographic data was collected. Pre intervention assessment was done to find out the level of achievement motivation. This was followed by training program on every Thursdays. The duration of training program was one and a half hour during each visit. Post intervention test was conducted after all the training programs.

Training

Table 1

Sl no	Program	Objective
1	Stress management training	To make the participants learn the techniques of managing everyday stress related to exams, performance, time management etc.
2	Communication skills development	To improve the verbal and non verbal communication skills of the participants. To make the participants understand and adopt healthy communication styles.
3	Problem solving and critical thinking	To make the participants equipped with the skills of solving everyday problems and to help them deal effectively with the environment.
4	Goal setting and achievement motivation	To make the participants understand the different types of goals and importance of goal setting. To motivate them to set goals and work towards achieving it.
5	Career selection	To help the students to know the various career options and avenues available for them. To guide the participants in selecting a right career depending on their ability and interest.
6	Decision making skills	To develop the analytical skills and decision making skills among participants.

Result and discussion

Repeated measures t test was used to study the effect of psychosocial education on adolescents.

Table 2
t for correlated means on achievement motivation

Variable	Pre intervention	Post intervention	N	df	t	p value
Achievement motivation	M- 144.40 SD- 21.329	M- 154.74 SD- 23.838	81	80	3.434	0.001

The hypothesis that there is a significant effect of psychosocial education on the achievement motivation among adolescents was tested using repeated measures t test. Correlated t value is 3.434 which is significant. Mean scores on achievement motivation indicate that achievement motivation post intervention is higher than the achievement motivation pre intervention. It indicates that there is a significant effect of psychosocial education on achievement motivation. Hence the null hypothesis is rejected and the alternative hypothesis is accepted which states that there is significant effect of psychosocial education on achievement motivation among adolescents. The result is consistent with prior studies that indicated significant increase in achievement motivation (Kolb ,1965). Hence rather than depending on the external rewards or extrinsic motivation personal motivation would bring in lot of change in the way adolescents look

at the challenges in hand. Motivation training for personal causation of behavior and the results is of significant use for adolescents overall personality development. This change can be brought about by educating them in the way they can understand, implement and enjoy.

Conclusion

There is a lack of harmonization between the provided environment and the developmental needs of adolescents which also leads to shift toward more negative self-evaluations and achievement attitudes. Hence it is the need of the hour to address the issues to protect the human resource by providing successful training programs specially designed for adolescents and their level of understanding. The present study has yielded a positive sign towards providing psychosocial education for adolescents. Size of the group was large and hence personal attention could not be given for each individual. If one on one motivation is given then there would have been further improvement in the motivation to achieve. Further work is required to understand the gender difference in achievement motivation after receiving training program.

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