

A Comparative Study on Subjective Well-being and Achievement Motivation among School going Male and Female Adolescents

ABSTRACT

Background: Adolescence is a very crucial and transitional phase of growth and development from childhood to young adult. **Objective:** To find the relationship between achievement motivation and subjective well-being in male and female adolescents. **Method:** Deo-Mohan Achievement Motivation scale by Pratibha Deo & Asha Mohan (2002) was used to assess achievement motivation and Subjective Well Being Inventory (SUBI) by R. Nagpal and H. Sell (1992) was used to assess subjective well-being of adolescents. **Result and Conclusion:** Female participants had higher level of subjective well-being and achievement motivation as compared to the male participants. But there was no significant difference in subjective well-being and achievement motivation of male and female participants ($p>0.05$). Further, there was no significant association between subjective wellbeing and achievement motivation of the participants ($p>0.05$). Also, no significant association was seen between age and subjective well-being ($p>0.05$), and age and achievement motivation ($p>0.05$).

Keywords: Adolescents, subjective Well-being, Achievement, Motivation

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INTRODUCTION

Adolescence is a very crucial and transitional phase of growth and development from childhood to young adult. We all experience many physical, psychological and emotional changes eventually leading towards maturation. However, it is a distinct, dynamic and complex stage marked by increased risk-taking behaviour and desires to form their own unique independent identity. Adolescence is usually associated with the teenage years.

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'World Health Organization' defines an Adolescent as any person between ages 10 to 19 years. During this period adolescents experience a sense of separation from parents and surge for their roles in society which is a necessary step in the establishment of personal values which further leads to satisfied life. As on one hand they are considered rebellious and easily distracted by extrinsic forces but on the other hand they are daring, thoughtful, ambitious and infused with huge amount of energy, if directed appropriately can creates wonders in their lives. In urban settings like Delhi, there is high competition among adolescents which generates a sense of comparison among teenagers that may be detrimental for their well-being.

Subjective well-being (SWB) refers to how people *experience* and *evaluate* their lives and specific domains and activities in their lives. Over the past decade, interest in information about SWB (also called "self-reported wellbeing") has increased markedly among researchers, politicians, national statistical offices, the media, and the public.¹ the value of this information lies in its potential contribution to monitoring the economic, social, and health conditions of populations and in potentially informing policy decisions across these domains (Krueger et al., 2009; Layard, 2006).

Subjective well-being is basically the self-satisfaction from the positive effects of life while neglecting the negative effects. Subjective well-being is the state to measure how a person feel or thinks about their life.

In words of Edward Diener, who first explored the concept of subjective well-being (SWB) in his article in 1984, proposed three components of SWB as life satisfaction, pleasant emotions and unpleasant emotions. Subjective well-being emerged from the field of positive psychology is actually an elongation of hedonistic s well-being which describes humans yearning for HAPPINESS and SATISFACTION whilst dodging pains and sufferings. Happiness can be defined as a balance between encountered challenges and availability of skills to face them.

According to the Achievement approach to motivation, the need for achievement drives accomplishment and performance and thereby motivates our behaviors. Achievement motivation could be explained as a tendency to achieve goals of higher standards, breaking previous targets, overcoming obstacles and forming a dynamic personality.

Achievement motivation is an internal wish or desire to meet standards of excellence following all environmental and achievement ethics" in light of the above statement, it can be inferred that highly achievement motivated adolescents shape their own behaviour to act responsibly i.e, they themselves take the charge of their success or failures. Adolescents with low achievement motivation try to search a target to blame for their failure.

Sigmund Freud and Henry A. Murry started to work on Achievement motivation in the late eighteenth century who laid the foundation of a motive. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success. As adolescents are highly optimistic, energetic and persistent in doing what they desire, the level of achievement motivation could not only instigate academic performance but also their overall performance In simple terms achievement motivation may be defined as the impetus to do well relative to some standards of excellence, a person with a strong need for achievement wants to be successful at some challenging tasks, not for profit or status but merely for the sake of doing well.

The present study will fill a significant gap in the literature by examining the subjective wellbeing in adolescents which has not been researched in relation with achievement motivation. Especially the topic will attempt to understand the influence of achievement motivation which drives the adolescents for competence or positive experiences in life and to bring a comprehensive model directing achievement with well-being. This will highlight the importance of goal directed motivation i.e achievement motivation in bringing subjective well-being.

OBJECTIVES

- To assess the achievement motivation of male and female adolescents.
- To assess the subjective well-being of male and female adolescents.
- To study the relationship between achievement motivation and subjective wellbeing of male and female adolescents.
- To study the impact of age on achievement motivation and subjective well-being of adolescents.

METHODOLOGY

Sample

200 adolescents within age of 10 – 19 years (100 boys and 100 girls) from Reasi district, Jammu were chosen as the sample for this study using purposive sampling was used for collecting the samples from the target population.

Tools

1. Test Of Achievement Motivation

Deo-Mohan Achievement Motivation scale (n-Ach) by Pratibha Deo & Asha Mohan (2002)

For studying the achievement motivation of the adolescents Deo-Mohan Achievement Motivation (n-Ach) Scale by Mrs. Pratibha Deo and Asha Mohan published by National Psychological Corporation Agra will be employed. It is the self-rating type and may be administered to individual and to the group with five points to rate viz always, frequently, sometimes, rarely, and never. It has no time limit. The scale has designed for use with the subjects ranging from 13 to 25 and above. The scale was in the statement form covering the areas of academic factors, factors of general field of interest, competition in curricular and co-curricular activities and social interest. Total

Reliability of the Scale: Test-retest method was applied to obtain the reliability coefficient of the scale. Taking different sets of samples; the administration of the test was repeated on several occasions. These coefficients of reliability are sufficiently high and the scale can be taken as quite reliable for use.

Validity of the Scale: As far as validity)' is concerned, in the first instance the item validity established by highlow discrimination method was accepted as the validity of the whole measure. Besides, this scale was also used for validating the projective test of achievement motivation. The coefficient of correlation between the scale and the projective test was observed to be 0.04, which speaks for the validity of the score also, the validity being of the concurrent nature.

Out of these items 13 items were negative i.e. the item no. 1, 12, 13, 14, 17, 18, 19, 20, 21, 22, 32, 34, 37 and remaining were positive items.

Scoring: Two stencil keys were used for scoring, one for positive items and one for negative items. Positive items carry the weights of 4, 3, 2, 1 and 0, respectively for the categories of always, frequently, sometimes, rarely and never. The negative items were scored 0, 1, 2, 3, and 4 for the same categories respectively that are given above. Separate keys for positive and negative items were provided. The total score is the summation of all the positive and negative items scores. The minimum scores obtained can be 0 (zero) and maximum can be 200, other scores ranging in between.

2. Test For Subjective Well-being (SWB)

Subjective Well Being Inventory (SUBI) by R. Nagpal and H. Sell (1992)

The Subjective Well-being Inventory is approved by WHO, India. The test was developed by Dr. H. Sell and Dr. R. Nagpal. It has been standardized in adult Indian populations. SUBI is a composite measure of independent feelings about a variety of life concern on 11 factors, such as, general wellbeing- positive affect, expectation achievement congruence, confidence in coping, transcendence, family group support, social support, primary group concern, inadequate mental mastery, perceived ill health, deficiency in social contact, general wellbeing- negative affect. It consists 40 items to be answered in 3-point scale.

Scoring: According to the manual of the inventory, the scoring is as under:

In 19 of the 50 questions (questions 1-15, 21-23 and 28)- Value 3 was given if the respondent has selected the category 1 (very much); Value 2 was given if the respondent has selected the category 2 (to some extent); Value 1 was given to category 3 (not so much). In the remaining 21 questions (questions 16-20, 24-27 and 29-40)- Value 1 was given if the respondent has selected the category 1 (very much); Value 2 was given if the respondent has selected the category 2 (to some extent); Value 3 was given to category 3 (not so much).

However, for questions 14, 27 and 29, if the respondent has selected category 4, value 0 (zero) was given. All the values were added to get the total score. The maximum score is 120. Higher the score, higher is the Subjective Well Being of a person. The total score can be interpreted summarily in the light of three broad score ranges: 40-60, 61-80 and 81-120 to have an overall picture of the well-being status. The mean score on normal adult Indian samples is 90.8 with standard deviation of 9.2.

Data Analysis

Data analysis was done using quantitative statistical technique of descriptive and inferential research design. In descriptive design Mean, Median and standard deviation were used. In inferential design, t-test and Pearson's correlation coefficient were used.

RESULTS

For this study, data were collected from 200 school going adolescents from Reasi district, Jammu. Among the participants, 50% (n=100) were females and 50% (n=100) were males. The mean age of the participants was 16.51 (SD=1.92) years (minimum=11 years, maximum=19 years). Further, 48.5% (n=97) participants were living in joint families and 51.5% (n=103) were living in nuclear families.

Subjective Well-being

The mean score of the participants on subjective well-being inventory was 84.76 (SD=7.0) with minimum score of 63 and maximum score of 111 (Table-2). Table-3 presents the gender-based distribution of the levels of subjective well-being. 24% (n=48) of the participants had average subjective well-being and 76% (n=152) participants had high subjective well-being. Among the female participants, 18% (n=18) had average and 82% (n=82) had high subjective well-being whereas, among the male participants, 30% (n=30) had average and 70% (n=70) had high subjective well-being. Table-4 presents the descriptive analysis of subjective well-being based on the gender of the participants.

The male participants (n=100) had a mean score of 84.19 (SD=7.42) whereas the female participants (n=100) had a mean score of 85.32 (SD=6.54) on subjective well-being inventory. This indicates that the females had higher subjective well-being as compared to males.

There was no significant difference in subjective well-being of male and female participants ($t = -1.142, p = 0.255$).

Table1:

Demographic characteristics of the participants

Variables		Frequency (N)	Percentage (%)
Gender	Female	100	50
	Male	100	50
Family Type	Joint	97	48.5
	Nuclear	103	51.5

Table-2:

Mean score of age, subjective wellbeing and achievement motivation

	Age	SWB	Achievement Motivation
Mean	16.51	84.76	124.46
Std. Deviation	1.926	7.003	20.587
Minimum	11	63	52
Maximum	19	111	180

Table-3:

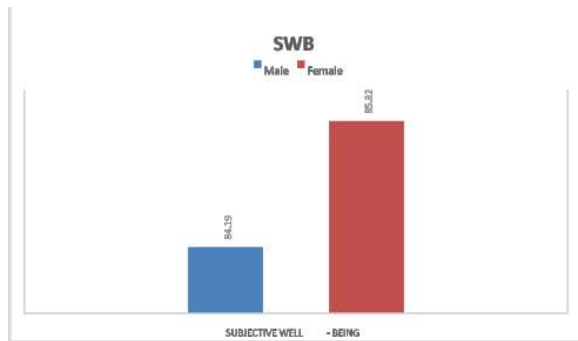
Distribution for the level of subjective well-being

Levels	All Participants (N=200)		Female (N=100)		Male (N=100)	
	<i>Frequency (n)</i>	<i>Percent (%)</i>	<i>Frequency (n)</i>	<i>Percent (%)</i>	<i>Frequency (n)</i>	<i>Percent (%)</i>
<i>Average</i>	48	24.0	18	18	30	30
<i>High</i>	152	76.0	82	82	70	70

Table-4:

Descriptive analysis of subjective well-being based on the gender of the participants

	Gender	N	Mean	Std. Deviation	df	t	p
SWB	Male	100	84.19	7.422	198	-1.142	0.255
	Female	100	85.32	6.546			



Achievement Motivation

The mean score of the participants on achievement motivation scale was 124.46 (SD=20.58) with minimum score of 52 and maximum score of 180 (Table-2).

Table-5 presents the descriptive analysis of achievement motivation based on the gender of the participants.

The male participants (n=100) had a mean score of 122.42 (SD=18.84) whereas the female participants (n=100) had a mean score of 126.50 (SD=22.09) on achievement motivation scale. This indicates that the females had higher achievement motivation as compared to males.

There was no significant difference in achievement motivation between male and female participants ($t = -1.405, p = 0.162$).

Table -5:

Descriptive analysis of achievement motivation based on the gender of the participants

	Gender	N	Mean	Std. Deviation	df	t	p
Achievement Motivation	Male	100	122.42	18.848	198	-1.405	0.162
	Female	100	126.50	22.096			

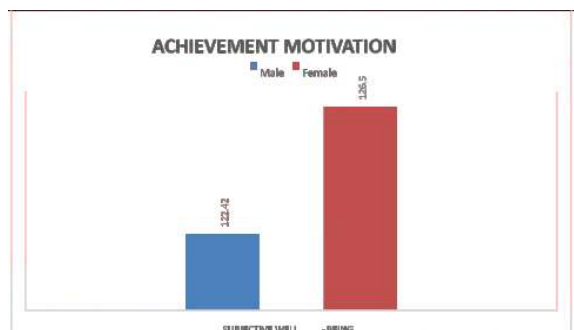


Table-6 presents the results of Pearson's correlation between age, subjective well-being and achievement motivation.

There was no significant association between subjective well-being and achievement motivation of the participants ($r = 0.116, p > 0.05$).

Also, no significant association was seen between age and subjective well-being ($r = -0.018, p > 0.05$), and age and achievement motivation ($r = -0.074, p > 0.05$).

Table6:

Pearson's correlation coefficient table

	1	2	3
1. Age	1	-	-
2. SWB	-0.018	1	-
3. Achievement Motivation	-0.074	.116	1

DISCUSSION

This study was conducted to assess the subjective well-being and achievement motivation among school students and find the relationship between the subjective well-being and achievement motivation among them.

The results of this study revealed that 48.5% (n=97) participants were living in joint families and 51.5% (n=103) were living in nuclear families which shows that the school students of Reasi district, Jammu are more or less living in both kind of family environments i.e.; joint and nuclear family equal proportion.

The mean score of the participants on subjective well-being inventory was 84.76 (SD=7.0). The gender-based distribution of the levels of subjective well-being showed that the majority of the more female participants had higher level of subjective well-being as compared to the male participants.

The descriptive analysis of subjective well-being based on the gender of the participants revealed that the male participants had a mean score of 84.19 (SD=7.42) whereas the female participants had a mean score of 85.32 (SD=6.54) on subjective well-being inventory. This indicated that the females had higher subjective well-being as compared to males.

However, there was no significant difference in subjective well-being of male and female participants ($p>0.05$). This finding supports the finding of Sood & Gupta (2012) who showed that gender has no influence on subject well-being.

The results revealed that the mean score of the participants on achievement motivation scale was 124.46 (SD=20.58). The descriptive analysis of achievement motivation based on the gender of the participants showed that the male participants had a mean score of 122.42 (SD=18.84) whereas the female participants had a mean score of 126.50 (SD=22.09) on achievement motivation scale. This indicated that the females had higher achievement motivation as compared to males. However, there was no significant difference in achievement motivation of male and female participants ($p>0.05$).

There was no significant association between subjective well-being and achievement motivation of the participants ($p>0.05$). This finding does not support the findings of Manjushri & Megha (2014) who found a significant positive correlation between subjective well-being and achievement motivation. However, the result of this study also found positive relationship between these variables.

Also, no significant association was seen between age and subjective well-being ($p>0.05$), and age and achievement motivation ($p>0.05$).

CONCLUSION

The findings of this study revealed that the female participants had higher level of subjective well-being as compared to the male participants.

Also, females had higher achievement motivation as compared to males. But there was no significant difference in subjective well-being and achievement motivation of male and female participants ($p>0.05$). Further, there was no significant association between subjective wellbeing and achievement motivation of the participants ($p>0.05$). Also, no significant association was seen between age and subjective well-being ($p>0.05$), and age and achievement motivation ($p>0.05$).

IMPLICATIONS

- This study will help put focus of mental health experts on the mental health issues faced by adolescents.
- This study will help in convincing schools' administrators to design special training programmes that can enhance their achievement motivation and wellbeing.
- This study will help in finding innovative solutions to the mental health problems faced by adolescents.

LIMITATIONS

This study has following delimitations and limitations:

- The results of this study cannot be generalized as the sample size for the study covered only 200 adolescents (100 males and 100 females)
- The study was confined to adolescents of Reasi district, Jammu.
- The data was collected online using google form hence the data collected cannot be trusted cent percent.

SUGGESTIONS FOR FUTURE STUDIES

Since it is not possible and practical to touch each and every aspect of a problem, it is important to put forward some suggestions for further studies:

- Study can be conducted by taking a larger sample which includes adolescents from other regions as well.
- Similar studies can be conducted by using different psychological scales.
- Role of achievement motivation in subjective well-being can be explored in more depth.

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