

A Review of the Relationship of Achievement Motivation, Psychological Well-Being, and Academic Performance of Orphan Adolescents

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Abstract: *Orphan children and adolescents should be treated as an important group in society. In this review study, it refers to those children whose parents are deceased or otherwise unable to care. psychological well-being as the 'state of a mentally healthy person who possesses several positive mental health qualities such as active adjustment to the environment and unity of personality'. Achievement motivation is a disposition to strive for success in competition with others, with some standard of excellence set by the individual. Achievement motivation and psychological well-being are important factors in the learning process of students. Environment, studying, and motivation are important to students' self-evaluations and socio-emotional functioning, especially among young adult given their heightened self-consciousness about their abilities. Many studies strive to examine the achievement motivation, academic performance, and well-being of university students. 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 the achievement motivation of a person. The tendency to set goals and strive for success is influenced by a number of social and psychological factors. Many study to examine the relationship between achievement motivation and psychological well-being in adolescents. Participants completed the sample survey packets comprising Deo Mohan's achievement motivation scale and Ryff's psychological well-being scale. Results revealed a significant positive correlation between psychological well-being and achievement motivation. The socio-demographic data were analyzed using descriptive statistics, the sample t-test, and Pearson's r correlation. Results show that no significant gender differences were found in academic achievement at both, while significant differences were found in well-being. Also, there exists a significant relationship between Achievement motivation and Academic achievement.*

Keywords: Adolescents, psychological well-being, achievement motivation, academic performance

1. Introduction

In modern times, success in life is an integrative concept, confirmed by society.

Recognition, which can be evaluated as the result of the individual's full self-awareness in various areas of life. Success is a function of many variables, which can be divided into two main groups. First, abilities, interests, tendencies, motivation, health, social competence, etc., are formed by variables related to fields. They can either be determined naturally or formed in the sphere of family and education. They are all related to internal factors.

In fact, well-being refers to individuals' feelings and thoughts about life, which is divided into two parts: A. emotional well-being, which refers to pleasant and positive emotions (happiness) and the absence of unpleasant emotions (depression). B. Cognitive well-being, which refers to general cognitive assessments of life, such as life satisfaction, as well as satisfaction of specific areas in life, such as job or marital satisfaction. Access to psychological well-being requires understanding the challenges of life. Along with all this, it should be noted that determining the success strategy is one of the Along with all this, it should be noted that determining the success strategy is one of the important problems for the modern world. It is thanks to success that it is possible to develop a personality as a person useful to society. This indicates the extreme urgency of the problem. Poor quality of home environment during childhood, absence of significant people in life, and poor socioeconomic status leading to compromised facilities can have a negative impact on self-esteem and other psychological factors.

2. Operational Definition

Orphans

Orphans are those children whose parents are deceased or otherwise unable to care for them. A child who is below 18 years of age and who has lost one or both parents may be defined as an orphan. Skinner et al define an orphan as a child who has lost one or both parents through death, desertion, or if the parents are unable or unwilling to provide care. They further define a child as someone who is aged 18 and below.

Orphanages

An orphanage refers to a residential institution devoted to the care of orphans. Orphanages provide an alternative to foster care or adoption by giving orphans a community-based setting in which they live and learn. There are many orphanages in Kashmir, run by different organizations and trusts.

Psychological Well-being

There is no consensus around a single definition of well-being (Khan and Jester, 2002)., but there is general agreement that, at a minimum, well-being includes the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g., depression, anxiety), satisfaction with life, fulfillment, and positive functioning. In simple terms, well-being can be described as judging life positively and feeling good. Psychological well-being has been defined as engagement with existential challenges of life. It defines psychological well-being as that state of a mentally healthy person who possesses a number of positive mental health qualities, such

as active adjustment to the environment and unity of personality".

Achievement motivation

Achievement motivation is the basis for reaching success and all desires in life. Achievement motivation is a mode of personality learning that leads people to try for success, gratification, and higher personal standards. Achievement motivation means needing to progress, overcoming obstacles, desiring superiority, and maintaining high-level standards. Achievement motivation includes the following factors: great desires, strong impetus for moving upwards, long resistance when facing problems of moderate difficulty, desire to try again to perform incomplete assignments, dynamic perception of time, and foresight. Academic performance is the basic criterion used to assess students' success in their studies, making it vital to understand the factors responsible for determining, predicting, mediating, and causing variance in academic achievement. There seems to be general agreement among scholars as to what influences academic achievement, especially in educational and personality psychology. On one extreme, predictors of academic achievement rest on a variety of cognitive measures, intelligence, and mental abilities, and on the other hand, non-cognitive variables like personality characteristics, socioeconomic status, etc. Educational psychology is the scientific field that draws on and combines numerous psychological and behavioral theories.

3. Need and Significance of the Study

Human beings are susceptible to many underlying factors around them, and these factors influence their thoughts and beliefs. In today's scenario, achievement is considered to be a key factor for personal and social progress. The learning of a young adult depends on various physiological, psychological, socio-cultural, and economic factors. The diversity among students in their academic achievement and studies as a result of individual have shown general mental ability as a major factor in determining achievement (Mangal, 1994; Cassidy, 2012). But aside from the overall general ability, other factors such as personality traits like interest, achievement motivation etc. is also the determinants of education.

Adolescent orphans represent a vulnerable group, and they are at great mental health risk. Previous research shows that orphans are more likely to be anxious, depressed, and to display anger and show significantly higher feelings of helplessness and suicidal ideation. Poor care giving, lack of stimulation, and the absence of a consistent caregiver have been implicated in the negative outcomes among orphans.

Children who have high self-esteem and emotional intelligence have an easier time handling conflicts, resisting negative pressures, and making friends. If self-esteem and emotional intelligence among orphans are at a lower level, it leads to a loss of their equilibrium state. Research in this area is important because the absence of the parent is a risk factor for adolescents.

Achievement motivation is a psychic move for success and to select goal-oriented success or failure activities.

Motivation to achieve is reflected in the degree to which people establish specific goals, strive to achieve them, and experience satisfaction in doing so. Orphan children and adolescents should be treated as an important Group of society, as they also deserve the same kind of affection, facilities, positive environment, and care just like other children, which they could not receive in their lives. Lack of love, attachment, disapproval, and neglect by society for such groups leaves them prey to a wide range of problematic behaviors and disorders, which directly or indirectly result in their stunted mental health conditions.

The concept of psychological well-being is quite difficult because of the wide variety of concepts used interchangeably. For example, happiness, life satisfaction, quality of life, mental or emotional health, and mood and affect have been used synonymously with psychological well-being. Well-being is crucial in determining one's health and social outcomes. Measures of positive psychological states are needed for population-based research.

Some children and adolescents, especially orphan shave to, face lots of problems in their lives, and there is no one to think about them, to console them, to fight for their rights, to help them exist in their lives. Orphans proved to be highly vulnerable to psychological disorders. So it is needless to say that some efforts for their mental health can be considered, and their life can be improved, which they also deserve, just like other children and adolescents. Orphans are also an important part of this society and should not be ignored.

The investigator, from her personal experience has seen many orphans' children developing physical and psychological problems. They have to suffer for a long time and have stress in their everyday work environment.

If the breadwinner of the family is suffering from physical and psychological problems, it leads to financial problems, social relationships, social isolation, and social stigma. However, the social aspect of health or social well-being has not been attended to as equally as the other aspects.

Therefore, the investigator feels that it is important to create awareness regarding psychological well-being, achievement motivation, and academic performance among the orphan adolescents.

4. Methodology

Participants

Participants were orphans, both boys and girls, from different schools and orphanages.

Tools

Deo-Mohan Achievement Motivation Scale

For the measurement of achievement motivation among orphan adolescents, the Deo-Mohan Achievement Motivation Scale, developed by Pratibha Deo & Asha Mohan (1985), was used. The scale consists of 50 items, 13 negative and 37 positive, related to academic factors, factors of the general field of interest: competition in curricular and co-

curricular activities, and social interests. The scale has test-retest reliability and split-half reliability of 0.56 and item validity of 0.54.

Ryff's Psychological Well-being Scale

In order to assess the psychological well-being, a 42-item version of Ryff's Psychological Well-being Scale was used. It is designed to measure six theoretically motivated constructs (dimensions) of psychological well-being, which are autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. It consists of 42 items, 7 in each dimension. Satisfactory reliability and validity scores have been found for this scale.

Academic Performance Scores

The academic performance was determined on the basis of the scores obtained by the students in the previous semester's examination

5. Findings and Discussion

In psychology, one can talk about a certain set or set of potential human characteristics.

That objectively determine the possibilities of mastering a certain profession, as well as the effective functioning of a specialist and the development of their personality. Here, it is necessary to refer to the existing concept as a personal resource for the professional development of a person, which is a model of a system of mental properties with a certain composition of elements and their interaction. The elements of this system are internal and external psychological factors. In general, the presence of personal characteristics ensures that the specialist's personality meets the requirements of professional activity, thereby ensuring the achievement of a high level of personal and professional development, productivity, and self-realization of the specialist's personality

Ryff (1989) equates autonomy with attributes such as self-determination, internal locus of control, etc. As per Cilliers (1998), experiences in continuously adverse circumstances do not make life appear to be subject to control through a person's own efforts. Thus, being an orphan leads to low autonomy. Though the difference between orphans and non-orphans is not significant, adolescents brought up in the orphanage scored lower on autonomy. Ryff (1989) defined environmental mastery as the ability to choose or create environments that are suitable to them as a person. But orphans lose that ability to choose suitable environments for themselves. Developing positive relationships with others is also a dimension of psychological well-being, and in the case of orphans who live in orphanages, this becomes difficult as the caregivers can't take the place of parents.

Alam (2001) conducted his study on academic achievement in relation to socio-economic status, anxiety level, and achievement motivation, and found a significant positive relationship between socio-economic status and academic achievement. A negative relationship between anxiety and academic achievement, and a positive relationship between achievement motivation and academic achievement of Muslim and non-Muslim children.

In Levitov's (1964) "Problem of Mental States" and his monograph "On Mental States", internal factors are the unity of intellectual activity and behavior over a certain period of time, which shows the uniqueness of the course of mental processes depending on the reflected objects and events of reality, the individual's previous state, and mental properties. is defined as a characteristic. Psychological facts show that internal factors are determined by mental state. Nemov (2007) notes that the mental state is a variable state of a person and, as a rule, it is accompanied by emotional states and arises under the influence of the developing conditions of a person's life.

Schneider (2004) refers to these factors as internal sources, or determinants of formation, and a related psychological category, meaning professional identity, is the individual development of the individual's awareness of belonging to a particular profession and a particular job.

Prokhorov (2005) states that a person's mental state depends on the dynamics of mental activity, which he defines as a reflection of a situation in the form of a single syndrome (aggregate), expressed in the unity of behavior and experience in the continuity of time. Mental states, A.O. Prokhorov presents it as a part of a big system

Garbuzova (2007) identifies internal and external factors in the process of professional formation. The researcher emphasizes that in the first stages of its formation, professional identity, external determinants play a priority role, but the development of professional identity becomes internal conditions and determinants.

Bayram (2008) in his study on a group of Turkish University students, found that depression, anxiety, and stress levels of moderate severity or above were found in 27.1, 47.1 and 27 % of their respondents, respectively. First and Second year students had higher depression, anxiety, and stress scores than others. Students who were satisfied with their education had lower psychological distress compared to those who were not satisfied.

A similar study conducted by Turashvili & Japaridze (2012) found that the majority of students have a middle level of well-being, do not have depression, and have average self-evaluated academic performance. The research also discovered that the students, who have a medium or high level of educational performance, have a high index of well-being, purpose of life, and personal growth on a scale. Also, those students who carry a task-oriented coping strategy have a high index of well-being and personal growth on the scale. But the students, who carry an avoidance coping strategy, have a high level of depression.

Kulkarni (2013) conducted his research "to study the academic achievement of tribal students of ashram schools, to study the impact of gender and innate and learned behavior on academic achievement". It result showed that the students have potential to excel in academics, but their academic achievement was low, and the role of gender in academic performance was limited.

Sujata.R and Subin Mariza Jacob (2014) viewed "the psychosocial well-being of orphan adolescents. The study was conducted among 40 adolescent children of 12-17 years of age selected from two orphanages in Mangalore. Results showed 7.5% at risk for internalizing problems compared with non-orphans, and 34% reported they had contemplated suicide in the past year. Multiple regression analysis indicated that the independent predictors of internalizing problems cores were sex (females higher than males), going to bed hungry, no reward for good behavior, not currently attending school and being an orphan.

Nisa, Qasim, & Sehar in 2017 conducted a study that aimed to examine the relationship of achievement motivation with psychological well-being in the adolescents of Kashmir. A sample of 210 was taken purposively from the four major districts of Kashmir. Results revealed a significant positive correlation between psychological well-being and achievement motivation. Similarly, findings indicate similar findings, i.e., there is a significant relationship between psychological well-being and Achievement Motivation Scale (n-Ach), which is a self-administered questionnaire consisting of 50 items. The criteria for the level of achievement motivation were found using two stencil keys for scoring, one for the positive items and one for the negative items. A positive item carries the weights of 4, 3, 2, 1, and 0, and a negative item is to be scored 0, 1, 2, 3, and 4. Separate keys for positive and negative items are provided. The range of scores is from a minimum of 50 to a maximum of 250. A high score indicates high achievement motivation, and a low score indicates low achievement motivation. The test-retest reliability of the scale is 0.69. For the present study, Cranach's alpha was used to test the reliability and internal consistency of the tool, and it was found to be 0.85. General Health Questionnaire -1

Shlyakov, was conducted a study on objective and subjective factors in the context of the problem of teachers' professional identification. The author considers the social conditions of professional activity first. The system of subjective factors, according to the researcher, consists of professional and personal factors, the teacher's qualities, and his social and professional well-being. Internal factors include genetic factors, health status, physiological condition (hunger, thirst, pain, etc.), mood, emotions, habits, mind, and will. Broadly, our behavior is influenced by our culture, media, morals, and traditions of society.

Prasanta Mallik and Jaydev Das (2021) conducted a study to Achievement Motivation of Slum Children in Relation to their Gender and Parental Education. Achievement Motivation is really an important element of aspiration, effort, and determination when an individual is worried about some requirement of quality. Pupils are affected by a requirement to attain. This triggers them to desire to be successful at what they really try. Each and every student is impacted at a different level. In the case of some pupils, the desire to achieve overwhelms other additional factors that may contribute to the loss, such as inadequate abilities, absence of experience, or paucity of time has the pupils are affected by the need to achieve this. It activates them to really want to succeed in what they're trying to do. The researcher has used a descriptive study and a sample size of

100. A stratified random sampling method was used to select samples. A questionnaire for students was used for the collection of data. Quantitative statistical techniques were applied to analyze data. Results of this study revealed that parental education had played a major role in students' achievement motivation.

6. Conclusions

The results of this showed that there is a significant relationship between achievement motivation and psychological well-being. It is consistent with numerous studies conducted in this field. Achievement motivation can be considered the main factor in 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.

The result of this inspection of the literature on motivation, personality traits, and learning to academic performance, and it offers a firm ground for future endeavors in attempts to relate explanatory variables to performance in the educational sector. Technically, this work approved the significance of motivation, personality traits, and learning both as associated variables and on an individual basis, and they can positively impact students' academic performances at large. Income level, gender, the main method used, sample size, study type, and citations can individually contribute as moderator variables in explaining the relation between MLP and academic performance. Therefore, it's crucial to consider policy implications that can bring about an optimum learning environment. No significant gender differences were found in Achievement motivation and Academic performance at both at α .01 and .05 respectively; while significant gender differences were found in psychological well-being (GHQ-12). Significant relationship between Achievement motivation and Academic performance ($r = .234$, $n = 100$, $p < .05$). There is a positive correlation between the two variables i.e. higher the students achievement motivation is, higher their academic achievement and vice versa.

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