

A Probe into the Effect of Academic Motivation on Development of Life Satisfaction of the School Going Adolescents

Sajal Kumar Char¹, Samirranjan Adhikari²Assistant Teacher and Teacher-in-Charge, Podlara Junior High School, Purulia, West Bengal, India.¹Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India.²

ABSTRACT: The present study was carried out through descriptive survey method within ex-post-facto research design. To collect the data “Motivated Strategies for Learning Questionnaire (MSLQ)” and “Multidimensional Students Life Satisfaction Scale (MSLSS)” were administered on a random sample of 51 male and 64 female school-going adolescents. A “Multiple Regression Analysis” was done by considering “Life Satisfaction” as dependent variable and “Academic Motivation Facets” as independent variables; then a multiple regression equation was framed from the result. From the regression equation, it was observed that only test anxiety contributed negatively and intrinsic value put null effect on development of life satisfaction; whereas all other three facets of academic motivation had their positive effect here. Emotional imbalance, anxiety proneness, and high aspiration as well as achievement anxiety, and fantastic day dreaming may be detrimental to life satisfaction.

KEYWORDS: Emotional imbalance, Achievement anxiety, Day dreaming, Multiple regression analysis.

I. PERSPECTIVE OF THE STUDY

Life satisfaction has been defined as a global evaluation of an individual's own life by the same individual (Pavot, Diener, Colvin, & Sandvik, 1991) [1]. There are hundreds of studies of life satisfaction of adults have been conducted (Diener, 1994; Veenhoven, 1993) [2, 3], but life satisfaction in childhood and adolescents has only recently become the focus of empirical research. Now-a-days several investigations have demonstrated the augmented importance of the life satisfaction construct in understanding children's and adolescents' psychological well-being. Life satisfaction reports have been differentiated from other well-being constructs such as self-esteem (Terry & Huebner, 1995; Lucas, Diener & Suh, 1996; Huebner, Gilman, & Laughlin, 1999) [4, 5, 6], depression (Lewinsohn, Redner, & Seely, 1991) [7], positive affect (Lucas, Diener, & Suh, 1996; Huebner, 1991; Huebner & Dew, 1996) [8, 9, 10] and others. Again, in the field of positive psychology, researchers have increasingly focused on the role of purpose and hope to play in human life flourishing and satisfaction. An expanding body of theoretical and empirical literature suggests that having a purpose in life (life satisfaction) adds to an optimal development in a variety of ways. Theoretical researchers have identified purpose in life as a developmental asset (Benson, 2006) [11] and an important component of human flourishing (Seligman, 2002) [12]. According to empirical researchers it is associated with greater levels of happiness (French & Joseph, 1999) [13] and resiliency (Benard, 1991) [14]. As per the report of the research of Shek (1993) [15] the youth with life satisfaction are psychologically healthier than their peers. Again, Crumbaugh and Maholick (1967) [16] as well as Kish and Moddy (1989) [17] have found the same results appear to hold for adults. Antonovsky (1987) [18] has found that coherence, which measures a global feeling about the comprehensibility, manageability, and meaningfulness of the world, is associated with physical and psychological health. Similarly, Debats (1998) [19] has reported that higher purpose scores were significantly negatively correlated with psychological distress. Life satisfaction also appears to play a role in overcoming life's challenges. Victor Frankl (1959) [20], is one of the first psychologists to propose that having a high level belief system, such as a purpose in life, enables individual to endure

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life's hardships. Regarding youth, **Erikson (1968) [21]**, has reported that purpose helps young people successfully navigate and resolve their identity 'crises'.

A strong sense of life satisfaction ensures pro-social moral action and civic engagement. Several researchers have found that the higher scores on the Purpose in Life test predict altruism (**Noblejas de la Flor, 1997; Shek, Ma, & Cheung, 1994) [22, 23]** and positive affect (**Noblejas de la Flor, 1997) [22]**, and higher scores on scales of generativity, a related construct, correlate with greater involvement in social and political activities (**McAdams, 2001) [24]**.

1.1 Purpose of the Study

To find out the contribution of the search for meaning in life to optimal human development is a topic of increasing interest to positive psychology scholars. The purpose of this study was to find out the way the "life satisfaction" develops in the lives of adolescents. It was believed that the findings of the study would make important scholarly as well as practical contributions to the growing field of positive youth development.

1.2 Broad Objective of the Study

The objective of the present study was to find out the statistical relationships between the academic motivation facets and life satisfaction of the school going adolescents.

1.2.1 Specific Objective of the Study

The specific objective of the present study was to formulate a multiple regression equation to predict life satisfaction by taking academic motivation facets as independent variables.

1.3 Significance of the Study

From the results of the present investigation into the role of academic motivation in maintain life satisfaction of the school going adolescents, a counselling programme may be framed to increase the happiness of the adolescents.

II. RELATED WORK

The purpose of this study was to explore the effect of Academic motivation facets on developing life satisfaction in adolescents. Here the literature that serves as the groundwork for this study was reviewed. This section has been divided in to two parts – (a) Life in Modern Times, and (b) Intrinsic Motivation and Life Satisfaction.

A. LIFE IN MODERN TIMES – During the century, technological breakthrough is reaching its peak, higher than any epoch in human history. This expansion, in turn, brought about dramatic changes in various aspects of human existence. To adapt to this new changes, new methods of dealing with existing and emerging questions have been developed. A set of skills is to be developed to spend a healthy, passionate, peaceful, prosperous and efficient life under such circumstances. Some individuals fail to address the destitutions of daily life efficiently and successfully cope with challenges that every human being might face in the modern times. A good number of researches have indicated that many health issues and psycho-emotional disorders are indeed rooted in psycho-social problems.

a. Factors Predicting Variations in Subjective Well-Being – Diener, Diener and Diener (1995) [25], have analysed the factors predicting variations in the subjective well-being of adults from dozens of nations. According to these researchers living in a more individualistic (vs. collectivistic) nation was the single most powerful positive forecaster of citizens' happiness and satisfaction. Since this pioneering study, the studies by **Kim, Kasser & Lee (2003) [26]** with college students, and by **Gilman et al. (2008) [27]** as well as **Park and Huebner (2005) [28]** with adolescents have similarly found well-being benefits of living in a traditionally individualistic versus collectivistic country.

b. Ecological Model of Child Development – The well-known ecological model of child development promulgated by **Bronfenbrenner (1979, 1986) [29, 30]** specifies that children's health and well-being are influenced by an array of mutually interacting environmental settings and dynamics. The most distal environmental influence is at the macro system level, where broad ideological and institutional features of the nation or country set the context for the decisions and interactions that occur at lower-level systems.

B. UNDERSTANDING INTRINSIC MOTIVATION – According to **Patall, Cooper and Robinson (2008) [31]** intrinsic motivation is associated with high level of effort and task performance as well as preference for challenge.

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Gottfried (1990) [32] has concluded that the children having well developed intrinsic motivation are more likely than others to demonstrate strong conceptual learning, improved memory, and high overall achievement in school. Again, **Shernoff and Csikszentmihalyi (2009) [33]** have reported that the students with high levels of intrinsic motivation are more likely to experience flow, a state of deep task immersion and peak performance which is accompanied by the sense that time is flying by. The benefits of intrinsic motivation to learn also include broader measures of school success like improved psychological wellbeing (**Deci & Ryan, 2008) [34]**, positive affect while doing homework (**Froiland, 2011) [35]**, and less drug abuse (**Battistich, Schaps, Watson, Solomon & Lewis, 2000) [36]**. Several studies (e.g. **Vallerand & Bissonnette, 1992; Hardre & Reeve, 2003) [37, 38]** have also shown that students with higher intrinsic motivation at the outset of a semester displayed more persistence and were less likely to drop out of school. **Grant (2008) [39]** reported that intrinsic motivation is a strong factor in performance, persistence and productivity for adults in the working world. According to **Froiland, Smith and Peterson (2012) [40]** intrinsic motivation is a pathway to happiness for adults and children; this also is vital for children's success and life satisfaction after school. Consequently, now the school psychologists have shifted their focus toward increasing intrinsic motivation to learn in their students.

a. Intrinsic Motivation and Life Satisfaction – Intrinsic motivation to learn entails engaging in learning opportunities because this is seen as enjoyable, interesting, or relevant to meeting one's core psychological needs (**Ryan & Deci, 2000, 2000a) [41, 42]**. Teachers frequently struggle to motivate their students (**Brophy, 2008; Froiland, 2010) [43, 44]**. Again, most of the students lose intrinsic motivation to learn each year as they move from first grade to high school (**Lepper, Corpus & Iyengar, 2005) [45]** .

III. METHOD

The present study was carried out through descriptive survey method within ex-post-facto research design. The details regarding the sample, research instruments, procedure of data collection and statistical technique are reported herewith.

A. PARTICIPANTS – A random sample comprising of 51 male and 64 female school-going adolescents participated to the study.

B. RESEARCH TOOL – The following research tools were used in the present study for data collection. The tools were selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief descriptions of the tools are given herewith.

a. Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & De Groot, 1990) [46] – The Motivated Strategies for Learning Questionnaire (MSLQ) includes 44 items on student motivation, cognitive strategy use, meta-cognitive strategy use, and management of effort. Items are adapted from various instruments used to assess student motivation, cognitive strategy use, and meta-cognition (**Eccles, et.al., 1983; Harter, 1981; Weinstein, Schulte, & Palmer, 1987) [47, 48, 49]**. Subjects are instructed to respond to the items on a 7-point Likert scale (1 = not at all true of me to 7 = very true of me) in terms of their behaviour.

b. Multidimensional Students Life Satisfaction Scale (MSLSS) (Huebner, 2001) [50] – According to Huebner (2001) the increased interest in the promotion of positive psychological well-being in children and adolescents was the impetus for the construction of the Multidimensional Students Life Satisfaction Scale (MSLSS) (**Compass, 1993; Sarason, 1997) [51, 52]**. The 40 item MSLSS is designed to provide a multidimensional profile of children's as well as adolescents' life satisfaction judgments. Such differentiated assessments are expected to enable more focused diagnostic, prevention, and intervention efforts. Specifically, the MSLSS is designed to (a) provide a profile of children's as well as adolescents' satisfaction with important, specific domains (e.g., school, family, friends) in their lives; (b) assess their general overall life satisfaction; (c) demonstrate acceptable psychometric properties (e.g., acceptable subscale reliability); (d) reveal a replicable factor structure indicating the meaningfulness of the five dimensions; and (e) be used effectively with children across a wide range of age and ability levels.

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Scoring is straightforward. A 5-point Likert scale format has been used with middle and high school students (Huebner et al., 1998) [53]. In this case, response options are assigned points as follows: (1 = strongly disagree, 2 = moderately disagree, etc.).

C. PROCEDURE – The relevant data on different constructs were collected by administering the above-mentioned tools on the subjects under study in accordance with the directions provided in the respective manuals of the tools.

D. STATISTICAL ANALYSIS – By considering “Life Satisfaction” as dependent variable and the “Academic Motivation Facets” as independent variables a multiple regression analysis was done with the help of SPSS-19 software.

IV. RESULTS

Results are presented in tabular form

Table-1: Variables Entered in Multiple Regression Analysis with Multidimensional Students Life Satisfaction of School-Going Adolescents as Dependent Variable

Dependent Variable	Variables Entered	Method
Multidimensional Students Life Satisfaction Scale (MSLSS) Score	Self-Efficacy, Intrinsic Value, Test Anxiety, Cognitive Strategy Use and Self-Regulation	Enter

Table-1 shows variables entered in multiple regression analysis.

Dependent variable was Multidimensional Students Life Satisfaction Scale (MSLSS) Score of school-going adolescents.

Independent variables were academic motivation facets score (Motivated Strategies for Learning Questionnaire, MSLQ score).

Method of analysis – here enter method of analysis was considered.

Table-2: Model Summary in Multiple Regression Analysis with Multidimensional Students Life Satisfaction of School-Going Adolescents as Dependent Variable

R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
				R ² Change	F Change	df ₁	df ₂	Sig. F Change
0.633	0.401	0.373	15.388	0.401	14.569	5	109	0.000

Table-2 shows the model summary in multiple regression analysis. From this table it is clear that the F change was highly significant.

Table-3: ANOVA in Multiple Regression Analysis with Multidimensional Students Life Satisfaction of School-Going Adolescents as Dependent Variable

	Sum of Squares	df	Mean Square	F	Sig.
Regression	17249.856	5	3449.971	14.569	0.000
Residual	25811.309	109	236.801		
Total	43061.165	114			

Table-3 shows ANOVA in multiple regression analysis, from where it can be observed that the F was highly significant.

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Table-4: Coefficients in Multiple Regression Analysis with Multidimensional Students Life Satisfaction of School-Going Adolescents as Dependent Variable

Predictors	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	β		
(Constant)	97.004	10.123		9.583	0.000
Self-Efficacy	0.058	0.374	0.019	-0.155	0.877
Intrinsic Value	0.000	0.327	0.000	-0.001	0.999
Test Anxiety	-0.332	0.387	-0.116	-0.857	0.393
Cognitive Strategy Use	1.131	0.351	0.451	3.222	0.002
Self-Regulation	0.351	0.399	0.121	0.880	0.381

Table-4 shows coefficient of multiple regression analysis. The linear multiple regression equation was as follows:

$$\text{Life Satisfaction (MSLSS)} = 97.004 + 0.058 \times \text{Self Efficacy} + 0.000 \times \text{Intrinsic Value} - 0.332 \times \text{Test Anxiety} + 1.131 \times \text{Cognitive Strategy Used} + 0.351 \times \text{Self-Regulation}.$$

IV. DISCUSSION & CONCLUSION

The goal of this research was to investigate the predictive role of academic motivation on life satisfaction. From the table-4 and the regression equation, it was observed that only test anxiety contributed negatively and intrinsic value put its null effect on development of life satisfaction; whereas all other three facets of academic motivation (viz. Self-Efficacy, Cognitive Strategy Use and Self-Regulation) showed their positive contribution here. Emotional imbalance, anxiety proneness, and high aspiration as well as achievement anxiety, fantastic day dreaming may be detrimental to life satisfaction.

Only a few studies examined whether academic motivation of the school-going adolescents have impact on their psychological well being and mental health. The findings of the current study are in consistent with **McLellan, Rissel, Donnelly and Bauman's (1999) [54]** research which found that students with positive school experiences have better psychological health. Similarly, **Battistich, Solomon, Kim, Watson, and Schaps (1995) [55]** found that students who experience high levels of positive school experiences and view the school as a community are more likely to feel committed to the school's goals and those values which also embrace positive mental health.

Findings of the present study are also in line with the research (**Bailey et al., 2007; Busseri et al., 2007; Sapmaz & Doğan, 2012; Yigit, 2012) [56, 57, 58, 59]** which has shown that life satisfaction is closely associated with the indices of psychological adjustment such as happiness, optimism, self-esteem, hope, and positive affectivity. Furthermore research demonstrated that perceived positive school experiences are related the psychological strengths such as low levels of anxiety, depression, and stress and high levels of hope, self-esteem, and positive affect (**Huebner & Gilman, 2006; Huebner et al., 2001; Huebner & McCullough, 2000; McGraw et al., 2008; Verkuyten & Thijs, 2002) [60, 61, 62, 63, 64]**. Thus it may be suggested that both positive school experiences and life satisfaction are key factors for individuals to be able to have psychological health. Although positive school experiences and life satisfaction experienced differently at the phenomenological level they interact so as to mutually enhance and engender one another. So individuals who have high academic press and expectation, academic motivation, and school connectedness can experience more life satisfaction.

In framing a counselling programme to augment life satisfaction test anxiety should be controlled whereas other facets should be encouraged.

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