

## **Achievement Motivation of Adolescents and Its Relationship with Academic Achievement**

**Dr. Sita Chetri**

*Asst. Professor, Harkamaya college of Education,  
6<sup>th</sup> mile, Tadong, Gangtok, Sikkim- India*

---

**ABSTRACT:** *The present study was undertaken to investigate the achievement motivation of adolescents and its relationship with academic achievement. The study was confined to 480 secondary school leavers studying in different schools of Sikkim by using stratified random sampling techniques from various government and non government managed schools within the age range of 16-17 years, from urban and rural areas. The finding of the study revealed non significant difference in achievement motivation with regard to gender and locale variation but significant differences in relation to management variation. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management variation. The relationship between achievement motivation and academic achievement also yielded a significant relationship at 0.05 level and 0.01 level.*

**KEYWORDS:** *Achievement Motivation, Adolescents, Gender, Locale*

---

### **I. INTRODUCTION**

In the present competitive world everybody desires for a high level of achievement. Today's modern society expects everyone to be a high achiever. Quality of performance has been regarded as a key factor for personal progress and national development. A modern democratic society cannot achieve its aim of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens, because enlightened citizens are said to be the most valuable assets of society, who cherish democratic values preserve in basic human freedom.

People irrespective of any discrimination rich, and poor, advantage and disadvantage, literate and illiterate, therefore, are geared to invest in education of their children. The present century has been visualized as a technologically advance world. Hence starting from school level, parents, teachers and administrators, all desire for heavy investment for their children. Educated manpower is the emerging need of any nation as educated and skilled human resource is asset for any country. In this context, it becomes indispensable to develop human resource from the early stages of human life; children are to be set to develop realistic aspiration encompassing their lives, education and prospects of the future. Therefore, correlate to academic achievement draw the attention of researchers.

Achievement motivation have been considered as an extended person- intrinsic motivation showing a pattern of actions, planning and feelings connected with striving to achieve some internalized standards of excellence. Need for achievement has been regarded as an individual's personality affective person's behaviour. It is also regarded as a learned motivation.

Achievement Motivation is the attitude to achieve rather than the achievements themselves. It can be considered as extended person- intrinsic motivation because its reinforcement is delayed. It arises from an interaction within the person. Achievement motivation is "a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence, as contrasted for example, will power or friendship" As academic achievement is not a function of cognitive variable alone the emphatic stress on the contribution of the psychological variable is imperative. As such which of the psychological variable is of prime importance, what percentage of proportion variance is attributable by them towards the criteria, needs elaboration and quantification.

Adolescence is one of the important periods of life. It is characterized by innumerable and unique Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on emotions and achievement related goals. There are different forms of motivation including extrinsic, intrinsic, and psychological and achievement motivation. There are also more negative forms of motivation can

be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Hangal and Aminabhavi (2007) assessed the impact of maternal employment on the Self-concept, Emotional Maturity and Achievement Motivation of the Adolescents children of Employed mothers and Home makers. The results revealed that the adolescent children of homemakers have significantly higher self-concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Adsul and Kamble (2008)'s study was carried out to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The result showed that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward castes students and between male and female students. Forward caste and scheduled caste group students having a high achievement motivation while other backward and nomadic tribes group students having an average level achievement motivation. As well as male students having a high achievement motivation while female students having a below average level of achievement motivation. The most important finding is that the computed F ratio of interaction was found to be not significant which indicates that caste, gender and economic background of family does not jointly affect on achievement motivation of college students.

Chaturvedi (2009) concluded that school environment plays a significant role in achievement motivation as well as academic achievement of young adolescents. Tuckman and Trimble (1997) conducted a study on the relationship between achievement motivation and level of aspiration and academic achievement. The level of aspiration provided to the students through frequent quizzing help in manifesting higher achievement. In five different studies they provided students with an incentive for studying and it was observed that there existed a significant interaction between aspiration and achievement. Kobal and Musek (2001) found self-concept and academic achievement are mutually interdependent. Some investigations also found national differences concerning the relationship between academic success and self-concept. In the present study they studied the hypotheses that academic achievement affects different components of self-concept. Further, they investigate the possible influence of nationality (Slovenia, France) in modifying the relationship between academic achievement and self-concept. The results of two factors analysis of variance and discriminant analysis showed significant correlation between academic achievement and various indices of self-concept, which varied in a nationality-dependent fashion. The French subjects exceeded Slovenians in some domains of self-concept (i.e. verbal, academic, relations with same sex peers, relations with parents, religion and spirituality, and general self-concept), while Slovenian subjects exceeded French subjects in the domain of problem solving and creativity. There was no significant difference between both national samples in self-esteem. Also, the French subjects exceeded Slovenian pupils in general academic achievement. The results were interpreted on the grounds' of theoretical expectations related to the formation of self-concept and academic achievement, as well as on the basis of national difference in the school system and personality structure.

Quarisy and Turki (2011) indicated that self-concept and achievement motivation of high creative male and female adolescents is less than the low creative male and female adolescents. Self-concept and Achievement motivation of low creative male and female adolescents is less than the average and is greater than the high creative male and female adolescents. The results indicated that achievement motivation of the high self-concept of the male and female adolescents is greater than the average self-concept and is greater than the low self-concept. It also indicated that the achievement motivation of low average and high self-concept of private syllabus and state syllabus adolescent that the achievement motivation of the higher self-concept. Total adolescents is less than the average self-concept and is greater than the low self-concept. And the correlation between the creativity with their physical self, social self, temperament self, educational self, moral self, intellectual self and total self-concept of sub- samples are not significant.

### **The Objectives of the Study**

- To study whether there exists gender, locale and type of the school differences in achievement motivation and academic achievement of secondary school students.
- To study whether there exists significant difference in academic achievement due to high, average and low level of achievement motivation in the adolescents.
- To study whether high, average and low groups of students in academic achievement are discriminated in the achievement motivation.

### Hypotheses of the Study

Ho<sub>1</sub> There is no significant difference in the achievement motivation of secondary school students with regard to gender, locale, and type of school variation.

Ho<sub>2</sub> There is no significant difference in the academic achievement of students with regard to gender, locale, and type of school variations.

Ho<sub>3</sub> There is no significant relation between achievement motivation and academic achievement.

Ho<sub>4</sub> The high, average and low achievement motivation groups do not significantly differ with respect to their academic achievement.

### Method of Study The design

Normative survey method was used in the present research to pertinent preside information consuming the current status of phenomena and to draw valid general conclusive from the facts discovered. The method was meant about what exists at present by determining the nature and degree of existent conditions. Hence the design was of expost factor.

### Sample

The sample for the investigation comprises 480 boys and girls of class X<sup>th</sup> from various government and non government managed schools within the age range of 16-17 years, from urban and rural areas. The stratified random sampling procedure has been adopted for the investigation.

### Instrument

One standardized tool have been used in the present investigation for determining the performance of the responses of the predicting variables. The criterion variable is the academic achievement. The instruments used for the predicting variables are achievement motivation scale of Bhargava (1994). For criterion measure, the student's academic achievement of final tenth class examination was considered.

### Result and Discussion

#### Analysis and interpretation of data

For determining the significance of difference between the means of each subsample relating to gender, locale and management variations, the 't' ratios were calculated in each. The result was presented in the following table.

#### Differential Analysis on Achievement Motivation Variation

##### Summary of test of significance of differences between the means of contrasts of the sample on the achievement motivation

Variation	Sub Samples	N	Mean	SD	S <sub>ED</sub>	Df	't'	Remarks
Gender	Boys Vs. Girls	240 240	18.07 18.16	4.92 4.73	0.441	478	0.208	NS
Locale	Rural Vs. Urban	240 240	18.39 17.83	4.73 4.91	0.56	478	1.26	NS
Management	Govt. Vs. Private	240 240	19.02 17.20	4.55 4.93	0.433	478	4.21	S (P < .05)

On perusal of the table, it was evident that obtained value of 't' ratio in case of gender variation which was 0.208 was lesser than the tabulated value (1.96) at 0.05 level of significance for 478 degrees of freedom. Hence the 't' ratio in case of gender was not significant. So the null hypothesis that there is no significant difference in the achievement motivation of students with regard to gender variation could not be rejected. As such no statistically significant difference between the boys and girls subsamples on achievement motivation could be obtained. The study was in conformity with earlier studies done by Absul and Kamble (2008), Mohanty (1998) Mishra (2007) who have shown gender as an intervening variable for achievement motivation.

The 't' ratio in case of locale variation (1.26) was lesser than the tabulated value (1.96) at 0.05 level of significance for 478 degrees of freedom. Hence the 't' ratio in case of locale was also not significant. So, the

null hypothesis that there is no significant difference in the achievement motivation of students with regard to locale variation could not be rejected. As such no statistically significant difference between the rural and urban subsamples on achievement motivation could be obtained. This study was in conformity with earlier research done by Absul and Kamble (2008) and Chaturvedi (2009).

But the 't' ratios were significant at 0.05 level of significance in the management variation, which was higher than the tabulated value (1.96) at 0.05 level of significance for 478 degrees of freedom. So, the null hypothesis that there is no significant difference in the achievement motivation was rejected. This revealed that there existed significant difference in achievement motivation of government and private school students. The study showed that boys were more achievement motivated oriented compared to girls. The study was in conformity with the earlier studies done by Absul and Kumble (2008) Mohanty (2007) who had shown management as an intervening variable for achievement motivation.

**Main and interaction effect of the subsamples on achievement motivation**

Source	Sum Squares	df	Mean Square	F	Sig.	Remarks
Gender	1.008	1	1.008	.045	.832	NS
Locale	37.408	1	37.408	1.675	.196	NS
MGMT	399.675	1	399.675	17.895	0.0001	S p<.01
Gender & locale	7.008	1	7.008	.314	.576	NS
Gender &MGMT	.208	1	.208	.009	.923	NS
Locale &MGMT	21.675	1	21.675	.970	.325	NS
Gender , locale & MGMT	161.008	1	161.008	7.209	.008	S p < .01
Error	10541.933	472	22.335			
Corrected Total	11169.925	479				

On perusal of the table it was observed that the two groups of gender variation and locale variation did not have significant main effects, where as in management variation the 'F' ratio was significant at 0.01 level of significance. In case of interaction effect of gender and locale, gender and management and locale and management the 'F' ratio was non significant. In case of interaction effect of gender, locale and management variation the 'F' ratio was significant at 0.01 level being 3.86 and the calculated value being 7.209. it was observed that the 'F' ratio was significant. Therefore, the null hypotheses that there is no significant interaction effect in between gender locale and management variation was rejected. But the other hypotheses stating interaction effect between gender and locale and management were not significant. The study indicated that there existed significant difference in case of the subsamples relating to gender locale and management variations.

**Differential Analysis on Academic Achievement**

**Summary of test of significance of difference between the means of contrasts of the sample on the Academic achievement**

Variation	Sub Samples	N	Mean	SD	S <sub>ED</sub>	df	't'	Remark
Gender	Boys Vs. Girls	240 240	57.89 59.32	13.4 13.2	1.22	478	1.172	NS
Locale	Rural Vs. Urban	240 240	56.85 60.36	12.0 14.3	0.782	478	2.894	S(p<.01)
Management	Govt. Vs. Private	240 240	49.45 67.77	6.85 11.9	0.782	478	20.615	S(p<.01)

On perusal of the table it was evident that the obtained value of 't' ratio in case of gender variation (1.17) was lesser than the tabulated value (1.96) at 0.05 level of significance and for 478 degrees of freedom. As the 't' ratio in case of gender variation was not significant, the null hypotheses that there is no significant difference in the academic achievement of students with regard to gender variation could not be rejected. The result was in conformity with earlier studies conducted by Rafai (2008).

The 't' ratio was significant at 0.01(2.58) level of significance in the locale variation. The 't' ratio in case of locale variation (2.894) was less than the tabulated value (2.58) at 0.01 level of significance for 478 degrees of freedom. Hence the 't' ratio in case of locale variation was significant. So, the null hypotheses that there does not exist significant difference in the academic achievement of students with regard to locale variation was rejected. This revealed that there existed significant difference in the academic achievement of rural and urban students. The result was in conformity with studies conducted by Mohanty (2007) Rafai (2008). Therefore the investigator desired to conclude that the urban students displayed more achievement than that of the rural students. The study revealed the urban people consciousness to grow in education.

The 't' ratio in case of management variation (20.615) was higher than the tabulated value (2.58) at 0.01 level of significance for 478 degrees of freedom. As the 't' ratio in case of management variation was significant, the null hypothesis that there is no significant difference in the academic achievement of the students with regard to management variation was rejected. This revealed that there existed significant difference in academic achievement of government and non-government school students. The result was in conformity with studies conducted by Mohanty (2007) and Rafai (2008). Therefore, the investigator desired to conclude that the non-government students displayed more achievement than that of the government students. In urban areas, the non-government institutions were very popular and advanced compared to government institutions. Hence this result was obtained.

**Interaction Analysis**

**Main and interaction effect of the Subsamples on academic achievement**

Source	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Gender	245.102	1	245.102	2.784	.096	NS
Locale	1473.502	1	1473.502	16.738	.000	S $p < .01$
MGMT	40278.352	1	40278.352	457.545	.000	S $p < .01$
Gender & locale	1.302	1	1.302	.015	.903	NS
Gender & MGMT	32.552	1	32.552	.370	.543	NS
Locale & MGMT	1980.469	1	1980.469	22.497	.000	S $p < .01$
Gender , locale & MGMT	20.419	1	20.419	.232	.630	NS
Error	41550.883	472	88.032			
Corrected Total	85582.581	479				

On perusal of the table it was observed that the main effect of gender variation was non significant, where as locale and management variations did have significant effects. The 'F' ratio was significant at 0.01 level (critical value of 'F' for df (1, 479) at 0.01 level being 6.69 and calculated value being 16.738 for locale and 457.545 for management variation). In case of interaction effect of gender, locale and management variation it was non significant.

**Relationship Study****Coefficient of correlation between achievement motivation and academic achievement**

Subsamples	N	'r' Achievement Motivation and Academic Achievement	Level of Significance
Total Sample	480	0.189	S p < .01
Total Boys	240	0.187	S p < .01
Total Girls	240	0.189	S p < .01
Total Rural	240	0.144	S p < 0.05
Total urban	240	0.121	NS
Total Government	240	0.193	S p < .01
Total Non Government	240	0.139	S p < .05

On perusal of the table, it was observed that significant relationship was there at 0.01 level in case of total sample, boys, girls and total government subsamples. It was also quite evident that the 'r' values are significant at 0.05 level of significance for total rural and total non - government subsample. The investigator therefore desired to conclude that there does exist significant relationship between achievement motivation and academic achievement. The same has been confirmed by applying the formula for degree of association between the two variables through chi-square test of independence in a 3×3 contingency table. Here achievement motivation scores falling above the 3<sup>rd</sup> quartile point in the distribution have been put into the higher group and scores falling below the first quartile point in the distribution have been put in to the lower group for dichotomizing the sample on the achievement motivation variable. The same procedure was adopted to find out high, average and low groups in academic achievement. The 3×3 contingency table was prepared and the chi-square value of association between the two variables was obtained by the formula mentioned earlier.

**Chi-square test of independence between achievement motivation and academic achievement**

		Achievement motivation			Total
		High	Average	Low	
Academic Achievement	High	24	58	37	145
	Average	59	102	68	207
	Low	39	60	33	128
Total		122	220	138	480

The computed value of chi-square being 3.394 was found to be significant at 0.05 level of significance for four degrees of freedom. Such a result gave evidence in support of the attribute of achievement motivation that the predictor differentiated the high, average and low scoring groups on academic achievement.

**II. CONCLUSION**

The finding of the study was in respect of non significant difference in achievement motivation with regard to gender and locale variation but significant differences in relation to management variation therefore, conclusion is drawn in the following way.

Students reading in non government schools by paying exorbitant fees are well aware of the value of such expense and the need to achieve. Achievement motivation in non government school students were less compared to the government school students who had incurred in less education. Thus the study purports to encourage non government students to grow as more accountability of teachers and more dedication and devotion to duty are observed. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management variation. Therefore conclusion is drawn to encourage rural school students for higher level of academic achievement. Urban students were exposed to modern educational technology and modern trends in the educational set up. Such type of facilities need to be provided to the rural schools where by the students can be imbibed to achieve more rigorous practices in drilling exercises, revision work, expose to modern media may be of greater help to encourage the rural students to do better. So far as management is concerned rural schools are all government school because of communication mode civilization rural students are deprived of getting better facilities in schooling. Non

government school in the urban area are having mushroom growth when the community members can afford to higher expenses in schools of their children. This aspect is not visible in rural area. Therefore conclusion is drawn in respect of drawing the attention of government to equip the rural schools with all sorts of facilities and fixing accountability of teachers for exhibiting the drive for better achievement by recruiting well and equip and efficient leaders who are resourceful and making all other resources suitable for enhancing quality of education.

### **Recommendations**

**Development of achievement motivation** - One of the most important psychosocial variables of this study which is responsible more than that of the other variables -self concept in determining the level of academic achievement is achievement motivation. From the present study it has been found that achievement has a perfect positive relationship with academic achievement. So in order to raise the academic achievement of the students it is essential to develop their achievement motivation. Therefore the situations in the home and in school should promote the need achievement of the pupil. In the context of the result in the present investigation the following recommendations have been made.

**Emphasis on intellectual pursuit** - Need achievement can be raised if the students develop their level of intelligence. Level of intelligence can be raised by encouraging the students to develop the problem solving ability, thinking, reasoning etc. by participation in different activities and studying the creative work of different persons. So far the development of achievement motivation among the students the intellectual development should be promoted. The school should organise different curricular and co curricular activities, like seminars, talks delivered by the intellectuals, debates, discussions etc. and should also promote students to gain correct and current information by studying the magazines, newspapers, journals, periodicals. It should encourage the students to study the creative writings of the eminent scholars. Not only the whole responsibility goes to the school and teachers for promoting achievement motivation but also the home, parents, elders, neighbours share a lot. Parents should also give the answers to each of the questions of their children with a great patience. They should maintain home atmosphere proper for the children's intellectual pursuit.

**Affectionate parental behaviour** - Achievement motivation is also influenced by the parental behaviour. Parents should be affectionate enough. They should listen and understand all the queries, problems and needs of their children and should try to solve them. They should encourage the children to meet each and every problem of their life. But they should not be over affectionate which may spoil their children.

**Permissiveness of parents** - Parents should be permissive. They should encourage the children to know, to gain information by participating in different life situations. They should encourage them to be flexible, fearless and perceive the correct knowledge only after scientific and objective investigation.

**Development of level of aspiration** - Pupils should have high level of aspiration. High level of aspiration is responsible for developing high need achievement. The teacher and the parents should set high goals before the students so that they should try to achieve them and they should develop the tendency to achieve more and more. But care must be taken that the goals should be set up by keeping an eye to the age, gender, intellectual standard and habitational variable or else it will have negative impact upon the children and may block their achievement.

**Reducing frustration reactions** - Need achievement is also hampered by frustration. Frustration results from repeated failure in any activities. The process of blocking or thwarting needs causes frustration in human beings. If the children repeatedly fail in any activities they develop frustration reactions, which block their motive to achieve. So the children should be encouraged to develop their patience and to continue the activity until the success is achieved.

**Removal of prejudices and biases** - Conservative attitudes, prejudices attached to different situations and objects are responsible in reducing the achievement motivation. The attitude of the people attached with the resistance of girls education, caste system, child marriages, preconceived ideas about the quantity and quality of education often cause to reduce the achievement motivation in students. So care must be taken to free the society from these prejudices and biases.

**Level of concept acquisition is to be highlighted** - Teacher should make the concept clear before the students for which they are striving. Pupil should know about the problem and prospects of the concept, the idea so that

they should try in different ways to achieve the same. So far the development of achievement motivation the level of concept acquisition is to be highlighted.

**Better scope for training for enhancing achievement motivation** - Achievement motivation can also be enhanced by properly planned training programme. Workshop training, refresher courses, in service training courses should be provided for the teachers to help them to equip with necessary skills and competencies to enhance student's achievement motivation.

#### **JOURNAL**

- [1]. Chaturvedi, M. (2009). School Environment, Achievement Motivation and Achievement motivation *Indian Jjournal of Social Science Research*. Vol.6, No. 2, Pp. 29- 37.
- [2]. Adsul, R.K. and Kamble, V. (2008). Achievement motivation as a Function of Gender, Economic Background and Caste Differences in College Students. *Journal of the Indian Academy of Applied Psychology*, Volume 34, No.2, Pp 323-327.
- [3]. Baker, K. A. (2010). Relationship between University Students Achievement Motivation, Attitude and Academic Performance in Malaysia. *Journal of Faculty of Educational Studies*, University Putra Malaysia, Malaysia.
- [4]. Green, J., Nelsan, G., Martin, J. Andrew and Marsh, H. (2006). The Causal ordering of Self-concept and Achievement Motivation and its effect on academic achievement. *International Education Journal*, Vol. 7(4), 534-546.
- [5]. Moore, L. L., Grabsch, D.K, and Rotler, C. (2010). Using achievement Motivation Theory to explain student Participation in a Residential leadership learning community, *Journal of leadership Education*. Vol.9. Issue 2.

#### **REFERENCES**

- [1]. Abdullahi, O.E. (2005). Relationship Among Achievement Motivation, Self-Esteem, Locus of control and Academic Achievement among Nigerian University Student. University of Illinois. *The Nigerian Journal of Guidance and Counseling*. Vol.7. (1). Pp 122-131.
- [2]. Adsul, R.K. (2011). Self- Concept of High and Low Achieving Adolescents. *Journal of Indian Academy of Applied Psychology*, Volume I, issue –IV March 2011, Pp. 118-122.
- [3]. Adsul, R.K. and Kamble, V. (2008). Achievement motivation as a Function of Gender, Economic Background and Caste Differences in College Students. *Journal of the Indian Academy of Applied Psychology*, Volume 34, No.2, Pp 323-327.
- [4]. Ahluwalia, I. (1985). A study of Factors Affecting Achievement Motivation. In M. B. Buch (Ed.). *Fourth Survey of Research in Education* , (P.333) New Delhi: NCERT.
- [5]. Chaturvedi, M. (2009). School Environment, Achievement Motivation and Academic Achievement. *Indian Jjournal of Social Science Research*. Vol.6, No. 2, Pp. 29- 37.
- [6]. Eppler, M.A. and Harju, B.L. (1997). Achievement Motivation Goals in Relation to Academic Performance in Traditional and Nontraditional College Students. *Research in Higher Education*, Vol. 38. No. 5, 557- 573.
- [7]. Ghuman, M.S. (1976). A Study of Aptitudes, Personality Traits and Achievement Motivation of Academic over-achievers and under achievers. In M.B. Buch (Ed.) *Third survey of Research in Education* (Pp 664, 665) New Delhi: NCERT.
- [8]. Goodnow, C. (1994). Classroom belonging among early adolescent students: Relationship to motivation and achievement. *Journal of Early Adolescence*, Vol.13, Pp, 21-43
- [9]. Lama Majid Al – Quaisy and Jihad Turki (2011). Adolescent's creativity, self-concept and Achievement Motivation, *British Journal of Arts and Social Sciences* ISSN: 2046-9568, vol.2 No.2.
- [10]. Mc Clelland, D.C., Atkinson, J.W. Clark, R.A., and H. Owell, E.L. (1953). *The Achievement Motive*, New York: Appleton Century Crafts.
- [11]. Mohanty, P. (1999). *Comparative role of self-concept, achievement motivation and test anxiety as predictors to academic achievement*. Unpublished Ph.D. Dissertation in Education, Utkal University.
- [12]. Pathani, R.S. (1985). *Psycho – Social Development Stage and need as predictions of Academic achievement*. Unpublished PhD thesis in Education. KUM University.
- [13]. Peixoto, F. (2011). *Relationships between Parental Attitudes Towards Academic Achievement, Motivation, Academic Self concept and Academic Achievement in Adolescents*. A presentation in Conference, Milano 8<sup>th</sup> *Ernap Conference Milano*
- [14]. Sharma, E. (2009). *Relationship of creativity with Academic Achievement, Achievement Motivation, Self-Concept and levels of Adjustment Among Adolescents* . Unpublished Doctoral Dissertation. Jamia Milia Islamia University, New Delhi..
- [15]. Vidler, D.C. (1977). Achievement motivation: In Ball, S. (Ed.) *Motivation in Education*, New York: Academic Press, Pp. 67-90.
- [16]. Wigfield, A. (1994). Expectancy- value theory of Achievement Motivation: A Developmental Perspective. *Educational Psychology Review*, Vol-6, No.1, 49-78.