Research Paper

Academic Achievement Motivation and School Satisfaction Among Adolescents

Gaurav Dalal[1]*, Dr. Roopali Sharma[2]

ABSTRACT

The present study was aimed to analyse the relationship between school satisfaction and academic achievement motivation among adolescent boys and girls of government and private schools of Delhi. The total sample of 100 students were divided into 50 boys and 50 girls for both government and private schools were taken for the purpose of this study. The results showed that there was no significant difference found on the level of school satisfaction between government and private schools of Delhi, but there was a significant difference found on the level of academic achievement motivation in government and private schools. It was also found that there was positive significant relationship found between the level of school satisfaction and academic achievement motivation in boys, but there was no significant relationship found between the level of school satisfaction and academic achievement motivation in girls.

Keywords: Academic Achievement, Motivation, School Satisfaction

The researcher conducted „A Study on academic achievement motivation and school satisfaction among adolescent", in which there are certain kinds of variables like Academic achievement motivation, Adolescence and School satisfaction. The researcher has provided the very depth introduction to understand the need of the study and also to understand the variables.

To satisfy means to meet the expectations or desire be equal to be accepted by person according to his taste as an appetite or want by sufficient supply adequately met. A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate.

In the education system, the education of the child and his achievement is determined to a large extent by the varied and dynamic role of teachers and the facilities provided by them for the children education. Since the environment influences on the academic achievement

---

[1]M.Phil Counselling Psychology, Amity Institute of Psychology and Allied Sciences, Amity University Uttar Pradesh, Noida, India
[2]Professor, Amity Institute of Psychology and Allied Sciences, Amity University Uttar Pradesh, Noida, India
*Corresponding Author

of the students, the investigator tries to find out the impact of school environment factors on achievement. Hence the investigator selected the topic.

ACADEMIC ACHIEVEMENT MOTIVATION

Firstly, the researcher will discuss about the academic achievement motivation and the latest trends implemented to make the education system more strong and children will get more benefits.

The word "academic" has been derived from the term academy and the meaning of the academy is the school where special types of instructions are imparted. Academic is used to describe things that relate to the work done in schools, colleges, and universities, especially work which involves studying and reasoning rather than practical or technical skills.

"Achievement" means one‟s learning attainment, accomplishment and proficiency of performance. Achievement in an educational institution may be taken to mean by desirable learning. It is important to recognize and support children‟s and young people‟s achievements. It can help to develop their confidence and motivation for learning. It can also help them to reflect on their learning and plan appropriate next steps.

"Academic Achievement" represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Academic achievement or academic performance is the extent to which a student, teacher, or institution has achieved their short or long- term educational goals. Academic achievement has long been recognized as one of the important goals of education the world over. However, it is general observation that learners placed in an identical set of academic situation vary in their scholastic achievement. Research conducted to prove into the academic achievement phenomenon, has convincingly, demonstrated that the academic achievement is product of a number of factors operating within the individual and outside him. Broadly speaking the factors which influence academic achievement can be categorized into three types namely:
1. Intellectual
2. Emotional
3. Environmental

Of these types of factors, it has now been fairly established that the emotional factors most particularly the anxiety and environmental factors like self-concept and levels of aspiration largely determined one‟s academic achievement.

The psychology of higher secondary student who is no longer a child and not yet an adult too is an important area in the study of human behavior. The study of emotional phenomenon of the adolescent students is equally important as the study of their behavior, the cognitive, affective and motivational states. The core of center of gravity of the personality pattern is the individual‟s behavior expressed in the way he adjusts to people and things in his environment is related to a large extent, determined by his self-concept.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g.., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain

(e.g., numeracy, literacy, science, history. Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide- ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus more or less mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person"s life. Academic achievement is measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) which determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, it influences one"s vocational career after education.

Besides the relevance for an individual academic achievement of utmost importance for the wealth of a nation and its prosperity the strong association between a society"s level of academic achievement and positive socioeconomic development is one reason for conducting international studies on academic achievement such as PISA (Programme for International Student Assessment). Administered by the OECD (Organisation for Economic Co-operation and Development)

The results of these studies provide information about different indicators of a nation"s education system and to guide educational policy decisions. Given the individual and societal importance of academic achievement, it is not surprising that academic achievement is the research focus of many scientists; for example- in psychology or educational disciplines. This article focuses on the explanation, determination, enhancement, and assessment of academic achievement as investigated by educational psychologists.

Academic achievement is when students feel safe, engaged and respected they can focus on their academic goals. Effective character educators ensure that these needs are met. Character education is the foundation upon which students can reach academic achievement. It"s not just about teaching kids to be good. It"s teaching them to be their best.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important – procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are in conclusive results consideration when developing models of school achievement. Now schools are receiving money based on its student academic achievements. A school with more academic achievements would receive more money than a school with less achievement. Academic achievement of students especially at the elementary school level is not a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors militate against good academic performance. This phenomenon has been variedly referred in literature as academic achievement or scholastic functioning. Academic achievement of learners has attracted

attention of scholars, parents, policy-makers and planners. Adeyemo (2001) opined that the major goal of the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Besides, virtually everybody of children is often the expectations of parents.

Gender is one of the personal variables that have been related to the difference found in motivational functioning and academic achievement. Different researchers have demonstrated the existence of different attribution patterns in boys and girls, such that while girls tend to give more emphasis to effort when explaining their performance (Lightbody, Siann, Stocks, Walsh 1996; powers and wagner1984), boys appeal more to reasoning ability as cause of their academic achievement (Burgner and Hewstone, 1993).

Many researchers have also pointed out that girls usually make external attributions for successes and failures, and that when they make internal attributions, these refer not so much to effort, but to ability. However, boys usually attribute successes to stable internal causes like effort, thus showing an attribution pattern which enables them to enhance their own image of themselves.

Researches on gender differences in cognitive processes, intellectual abilities, area of interest, stereotypical perceptions of every-day behaviors and the ability to perform various tasks has been a neglected area. Two theories explaining personality differences between men and women have been proposed. The first suggests that the male is the prototypical human, and females should be understood in relation to men. The second discourses that the men represent the cognitive domain, which is positively valued in Euro-American culture, and women represent the less-valued affective realm. The differences in the scholastic achievements of boys and girls are generally attributed to biological causes and /or to cultural and stereotypes.

The last two decades have been devoted to addressing gender inequality in education. Some studies have shown an all-time low participation of women in education. Educators have therefore expended tremendous efforts in the study of the personal factors affecting academic achievement. A rich harvest of explanation of causes, understanding of cost to the society and possible intervention has brought about several researches, workshops, seminars and training in this area.

The influence of home environment on student academic achievement at the individual level is still prevalent, but less strong in much of the literature. There is an awareness of the importance of the home environment or family structure on student academic achievement. The home has a great influence on the student psychological, emotional, social and economic state. In the view the state of the home affects the individual since the parents are the first socializing agents in an individual‴s life. This is because the family background and context of a child affects his reaction to life situations and his level of performance.

Although, the school is responsible for the experiences that make up the individual‴s life during school periods, yet parents and the individual‴s experiences at home play tremendous roles in building the personality of the child and making the child what he is. Thus, Ichado (1998) concluded that the environment in which student comes from can greatly influence his performance in school.

Interest is defined by Typhoon international corp. as the attention with a sense of concern; lively sympathy or curiosity; and the power to excite or hold such attention. "Interest plays an important role in the field of psychology as a number of researches have showed that it is related to personality, motivation, cognition, development, emotion, vocations, behavior and information processing. A few studies have found interest to be a factor that relatively influence reading and text processing.

The nature and strength of one"s interest in learning and in schooling may represent an important aspect of personality. The characteristic, interest, may substantially influence educational and occupational achievement, interpersonal relations, the enjoyment one derives from the leisure activities, and other major phases of daily living. Values are clearly related to life choices and are often discussed in conjunction with interests and preferences. From the view point of the student and what he intends to achieve educationally, a consideration of his interest might be of practical significance. The interest must be there for him to devote time for his study.

Growing knowledge leads to growing interest as new information increases the likelihood of conflict. The more a person knows or learns about a domain, the more interesting the domain becomes to him. This is most probably because of the phenomenon of more learning leading to more questions, which in turn increases learning.

Student achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher.

Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a „to-do" list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards.

There are many variables that can impact successful achievement but the most critical are classroom instruction. It is important to remember that all students do not learn the same way or at the same rate. Students are like leaves on a tree; there are no two exactly the same. Just as a leaf comes in unique colors, shapes and sizes each student has their own unique learning style. Teachers should use a variety of teaching methods and understand the background and individual needs of each student.

Classroom instructions are the most important factor that impacts student achievement. As a teacher you influence the quality of instruction, set expectations for learning and measure the level of understanding.

For example- When a standard is not presented in a way that a student can understand or if it"s taught in a way that is boring it can be very difficult for a student to meet the required level of achievement.

A good teacher will use strategies such as discussion among students, videos, or stories to gain student attention and to support the learning process.

Factors influencing academic achievement

A.   Individual differences influencing academic performance

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ test and those whose are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

B.   Motivation

Motivation is the reasoning behind an individual"s actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically then peers with lower motivation. In other words, students with higher need for achievement have greater academic performance. Bad dietary habits can create the disadvantage of a lack of motivation.

C.   Self-Control

Self-control in the academic setting is related to self-discipline, self- regulation, delay of gratification and impulse control. Self-control is "the capacity for altering one"s own responses, especially to bring them into line with standards such as ideals, values, morals and social expectations and to support the attainment to long-term goals. In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses.

Major Achievement of the Education Sector in India

Under the five-year plans, educational facilities in India have been expanded at all levels. At present there exist abundant facilities for elementary, higher and technical education. The ratio of literacy persons to total population of age seven or more is known as literacy ratio (children below the age of seven are excluded because they may not receive an education before that age).

An increase in the literacy is generally accepted as an indicator of the spread of education. Spread of education in India at all levels has contributed in raising the literacy ratio in the country. The number of literates in the country has increased from 5.7 crores in 1951 to 57 crores in 2001, increasing by ten times over this period of 50 years. The literacy rate has increased from 18 percent in 1951 to 67.5 percent in 2007.

Some of the positive achievements in the sector are as follows:
Primary education:
1. Primary education covers students from class1 to class 8 in the age group of 6 to 14 years.
2. The number of primary and middle schools has considerably increased. In 1950-51 their number was 2.23 lakh. In 2005-06 it is increased to 12.83 lakh.
3. As many as 89 percent children in the age-group of 6-14 years have been receiving education in schools. Universalization of primary education is still a distant dream.

4. Educationally backward states in India are; Bihar, Rajasthan, UP and Arunachal Pradesh.
5. Main factors responsible for educational backwardness is social and economic poverty of the people.
6. Government started many schemes and program to boost universalization of primary education, like:
    - National Program of Mid-Day Meals in schools (1995)
    - District Primary Education Program (1994)
    - Sarva Shiksha Abhiya (2000)
    - Education Guarantee and Alternative innovative education
    - Kasturba Gandhi B alike Vidhalaya
    - National Program for Education of Girls or Elementary Education.

Secondary education:
1. In 1950-51, there were 7.4 thousand secondary schools with 1.5 million total enrolled students. In 2006-07, the number of schools rose to 168 thousand and the number of students went up to 39.4 million
2. In 1987-88 Navodaya Vidyalaya was established to give modern education of a good standard to talented students of rural areas. Presently,539 Navodaya schools are functioning.
3. The central government has established Kendriya Vidyalaya for the benefit of the children of transferable employees.
4. NCERT was set up in 1981. It functions as an academic advisor to the Ministry of Human Resource Development, Government of India. The main objectives of the NCERT are to assist and advice the ministry in implementing policies and major programs in the field of school education. NCERT has five regional institutes and field offices in major states all over the country. The Council conducts aids, promotes and coordinates research in school education and teacher education aid develops, printed text books distributed.
5. During the Tenth Plan a centrally sponsored scheme "Quality Improvement in School" was introduced. It had the following main components:
    - National Population Education Project
    - Environmental Orientation to School
    - Improvement of Science Education in Schools
    - Promotion of Yoga in Schools

Higher education:
1. As many as 304 universities are providing higher education in the country in 2005-06. Of these, there are 20 central universities. Besides, there are 40 deemed to be universities.
2. The total number of colleges in the country is 12,178. The number of students in all universities is 11.61 million (Economic Survey 2008-20009)
3. University Grants Commission controls and guides higher education. University Grants Commission was established in 1956. It takes measures for promotion and co-ordination of university education and determination and maintenance of standard in teaching, examination and research in universities, and allocation and disbursement of grants to them.
4. Indira Gandhi National Open University (IGNOU) was established in September 1985. It is responsible for the introduction and promotion of Open University and

distance education system on the educational pattern of the country and for the co-ordination and determination of standards in such systems. At present there are ten open universities in the country. There are 104 correspondence course institutions, imparting education through the distance mode in the conventional system.

Motivation

Motivation is psychological word derived from the word "motive". The meaning of motive is to awaken the power of desire. But motives take a variety of forms and are designated by many different terms such as: Needs, Desires, Tensions, determining, attitudes, interests, persisting stimuli and so on. This is a part of successful learning.

The motivation generates enthusiasm which assists in achieving different types of goals which is called achievement motivation and has been developed by McClellanal, Atkinson, Clark and Howell. They defined this concept as concern over competition with standards of excellence.

ATKINSON (1958)- concluded that in the individual there is the need for achievement. A form of process in context of achievement motivation is:
Goal/target + Ability+ Motivation = Achievement Motivation

Therefore, achievement motivation has been considered as an important concept in the dynamics of human behavior.

Motivational environment of school is extremely important in the evaluation of an adolescent‟s academic performance and teacher‟s acceptance plays a major role in determining the academic achievement motivation of adolescents.

One of the major concerns of teachers in the classroom is the motivation of children. By persuasion affection caring, threat, reward and other actions and effects, motivation can be inculcated, causing fewer disciplinary problems. Motivation is the essential part of learning. The learner learns what he wants to learn much more effectively when he is motivated to learn. Therefore, motivating the student to learn to the best of their capacities is the one of the basic requirement of classroom teaching. It is the motivation that provides fore and direction to the behavior of students.

According to Atkinson and Feather (1966) Achievement motive is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental top a sense of personal accomplishment.

According to Irving Sarnoff (1989) motive is defined in terms of the way an individual orient himself towards objects or conditions that he does not possess if he values those objects and conditions and he feels that ought to possess them he may be regarded as having an achievement motive.

Motivation is the all-inclusive term covering just about anything that psychologists want to say about the subject. It has three aspects: -
- Some motivating state that impels the person to wards some goal
- The behavior displayed in striving for the goal achievement of the goal.

The general term used for the first phase of the cycle is motive. It comes from the Latin word meaning "to move" and we can think of motivation as the mover of behavior. Many motivational terms refer to this part of the cycle, drive, need, wish, want, striving, aim, ambition, hunger, thirst. The two terms most often used by psychologists are drive and need. Drive appears more often in discussions of psychological urges such as hunger, thirst and sex. Need is more often applied to more complex motives for achievement, love, social approval, states- and the like. Although, all motives are regarded as internal states that is something within the organism causing it to strive towards a goal. Motives are often aroused by external stimuli. Through learning, all sorts of problems in the environment may come to motivation, they arose a motive to solve them. Thus, motive arises not only from within the person but also from stimuli in the environment. The second phase of motivational cycle is some kind of behavior evoked by the drive or need. For example, a thirsty person moves about looking for water. On the third phase whom the thirsty person finds water (the goal), he drinks and satisfies this thirst, ending the motivational cycle for the time being.

In the reality of human activity motivation may appear to be simpler or more complex of variables but in each case it becomes the key to understanding the interaction among the stimulus situations in the physical and social environment, individual potentialities and the outcome.

In the present competitive world everybody desires for a high level of achievement. Today"s modern society expects everyone to be a higher 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, poor, advantage and disadvantage, literate and illiterate, therefore are general to invest in education of their children. The present century has been visualized as a technologically advanced 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 feeling connected with striving to achieve some internalized standards of excellence. Need for achievement has been regarded as an individual"s personality affective person"s behavior. It is also regarded as a learned motivation.

Achievement motivation is the attitude to achieve rather than the achievement themselves. It can be considered as extended person-intrinsic motivation because its reinforcement is delayed. It arises from an interaction. Achievement motivation is a "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 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 directions 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.

Achievement motivation or the need for achievements the psychological drive to excel, a social form of motivation to perform at a high level of competence. The term need for achievement was first introduced by Henry Murray in 1938b in his book "explorations of personality" where he used it in the sense of overcoming obstacles or being regularly willing to take on difficult tasks. The term achievement motivation has been the preferred term more recently.

The motivation of adolescents in learning contexts has emerged as an important issue of educational research over the last 20 years because adolescence is a time of change and preparation for adulthood and because academic achievement at this time can have significant implications on employment or career opportunities understanding adolescents motivation is vital to ensuring students achieve their potential in school. A useful way of understanding student motivation has been to investigate the purposes for student''s achievement behavior through the goals they pursue in learning situations. Indeed, goal theory has become one of the most prominent theories of motivation research over the last three decades. Adopting a goal theory perspective research has generated a wealth of understanding about why students might want to achieve at school as well as the individual and contextual factors that are critical to success.

Goal theorists have investigated both the achievement goals and the social goals that influence adolescent motivation at school. It shows that adolescents are concerned about developing and demonstrating competence and that social goal to form relationships demonstrate responsibility and achieve status within the peer group also influence students motivation. Even so much research has engaged participants who are early adolescents or tertiary students and there are few studies focusing on students during late adolescence.

ADOLESCENCE
Life is filled with joy and sorrow, success and failure, health and sickness, wealth and poverty. It is hard to find a person who has not experienced these is rarely seen in any family which does not have any problem. There is also scientific evidence to prove that a problem arises only after a certain age. In fact problems arise at any stage of life.

When changes take place in our life, we find it harder to adjust and this itself leads to a problem. The changes taking place in our society have made themselves felt in every sphere of life : political, economic and social. Technological changes have made a major impact on

people‟s lives and work. Industrialization has resulted in social and vocational mobility. It has affected child-rearing practices too.

High school life is to some extent felt stressful by the adolescents and their parents as the curricular and extra- curricular activities along with family life and school life cause stress among them the importance of school counseling is very much felt by the school authorities. Some of the states have made it mandatory to appoint a school counselor.

MEANING AND DEFINITION OF ADOLESCENCE

Adolescence means „to emerge‟ to achieve „identity‟. Personhood is what we want the adolescent to attain not only just in its physical or intellectual aspects but also in her/his whole human hood which includes the often neglected but equally important aspects, which are emotional or psychological, social and spiritual.

The time of growing up from childhood to adulthood is known as the adolescence. It is a period of physical growth. However, it is more than that. It is a time for the maturing of mind and behaviors as well. The length of time for this period of development varies.

The term "Adolescence" comes from the Latin word „Adolescere‟ that means "to grow" or "to grow to maturity". Maturing involves not only physical but also mental growth. It is a period which fills the gap between childhood and adulthood. Generally, this period is termed as "youth".

According to A.T. Jersild, "Adolescence is a span of fears during which boys and girls move from childhood mentally, emotionally, socially and physically". In India Adolescence is a phase that is more difficult to define particularly in terms of age. The classic age-wise grouping for adolescence is between 11 to 18 years for girls and between 12 to 18 years for boys.

Dorothy Rogers has viewed this period as a process of achieving the attitudes and belief needed for effective participation in the society. Thus, there is no absolute age limit for a clear-cut boundary between the adolescence and adulthood.

According to Bigner (1983), adolescence can be defined as a stage in the life cycle between 13 to 18 years of age characterized by increasing independence from adult controls, rapidly occurring physical and psychological changes exploration of social issues and concerns increased focus on activities with a peer group and establish of a basic self -identity.

Many psychologists use the term synonymously with "pubescence" or reproductive maturation. Some of them define it as the transitional period of life during which the child experiences a number of changes physiological, emotional and intellectual. This period runs between childhood and adulthood, sometimes- called "the period of storm and stress". Piaget has defined adolescence from a psychological viewpoint. According to him "psychologically adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights".

Adolescents in the age group 10-19 years constitute 21.4 percent of India‟s population. Within this paradigm of population and development related issues the role of adolescents cannot be overlooked.

Adolescence is the stage between childhood and adulthood. It is not an age but a stage. In India, the adolescent is a person who has not been sufficiently recognized and encouraged. Due to financial reasons the adolescent is dependent on his parents for many more years than in west. The emotional dependence is also great, producing what is termed „Delayed Adolescence". Adolescence is between 12 to 20 years. A delayed adolescence goes on until 21 years and even up to 25 years.

- Early adolescence: Early adolescence is from 10 to 12 years. The rate of growth increases, starting first in the hands and feet and later in the limbs. In the early adolescence they start initiating independence from the family and desire for privacy. There may be a clash between the wish for their autonomy and parental authority.

- Middle adolescence: is from 12 to 16 years. The peak of the height velocity curve is seen auxiliary hair and sweat glands develop. In 80% of girls the dramatic event of menarche occurs. Any chronic illness can delay puberty. The eruption of the second permanent molar and menarche closely correspond in timing. In middle Adolescence the school and peer group gain importance. Girls develop into personal skills quicker, loyalty and commitment matter more shared information becomes important. Decisions of vocations and education are made. Physical maturation can influence school performance and aspirations for better achievement because the physical effect of pubertal development becomes incorporated into self-image.

- Late adolescence: Is from 16 to 19 years. The body approximates the young adult and development of secondary sex characteristics is completed. In late adolescence career decisions are finally traced. The child gradually returns to the family on a new footing.

Physical growth and development during adolescence have a great impact on the emotional world of a youth. An adolescent boy or a girl gets a newer body having newer ideas and attitudes. The main aspect of their thought is that they pose themselves to be the fittest in the adult world. However, they can also get a serious inferiority complex.

Adolescence may be looked upon as the last step in the long period of development which begins at the time of conception. By the end of adolescence development has reached a point where the individual is legally and socially regarded as mature and thus capable of living an independent life free from supervision and guidance. Adolescence in Hall‟s views came to represent "storm and stress" period that reflects the unsettling turbulence of growth in modern societies.

IMPORTANCE OF ADOLESCENCE

Adolescence is one of the periods when both the immediate and a long term effects on attitudes and behavior are important. Adolescence has both physical and psychological effects accompanied by rapid mental development. These give rise to the need for mental adjustments and necessity for establishing new attitudes, values and interests.

Adolescent life is full of hopes. The adolescent is eager to interact with new experiences, to find new relationships to examine inner strengths to explore the strengths to inner ability. Adolescents try to have freedom to think and set their own goals and discover means to achieve them. Adolescents want to have more freedom to enjoy. Although they are not fully mature to shoulder the responsibilities of life, they enjoy life in youthful dreams. Love and power become a strong motivating force in life. An adolescent lives in a lush season and it falls between the springtime and the summer of life. Adolescence is a time when boys and

girls feel the joy and pride of growing up. However, there are many restraints that keep them under control. These controls come from home and society and impose ty and impose them to behave in a right manner by establishing themselves and obey the rules at home and outside. No matter how much help adolescents are given they still are dependent on others. The adolescent task is not simply one of interacting with the external environment or with other individuals but one of developing their own potentialities. They try to explore their role in the world in which they live.

Personality development gets stronger at this period and continues to be the same for a long time. A proper shaping of the personality during adolescence can prepare a valuable human resource for our nation. Hence the life script of adolescence continues through out for a long time. In India the adolescent period is spent in high school or secondary school, for the school going adolescents a right career choice or a future plan can help them settle well in their future. Hence this period is very important to plan their future. We find many of the youngsters regretting that if they were made aware of the consequences of neglecting to life a wrong career choice, lack of proper planning etc., many research studies on unemployment have proved that wrong career/course choice as one of the cause for unemployment. The happy moments one goes through during adolescence makes them recall their good or happy memories of adolescent period in their old age and the bitterness one has gone through makes them feel painful even while they recollect those moments.

THEORIES OF ADOLESCENCE

According to Sigmund Freud, conflict is an essential part of the physical changes of adolescence, Freud viewed conflict as a preparatory phenomenon to the genital stage of mature adult"s sexuality.

Anna Freud considered the Adolescent years more important for the formation of personality. She believed that the libido, which quieted during the latency years, reawakens in adolescence and threatens to upset the delicate balance of ego and id. The resultant anxiety calls forth such ego defense mechanism as intellectualization and asceticism.

Erik Erickson (1968) believed that the chief task of adolescence is to resolve the conflict of identity versus identity confusion- to become a unique adult with an important role in life. To form a person"s identity, the ego organizes abilities needs, desires, and helps adapt them to the demands of society. The search for identity is lifelong – it comes into focus during adolescence. Erikson sees the primary danger of this stage as identity confusion which can express itself in a young person taking an excessively long time to reach adulthood. However, a certain amount of identity confusion is normal and accounts for the chaotic, volatile nature of much adolescent behavior as well as a self- consciousness about appearance.

G. Stanley hall explains the "storm and stress" of adolescence. Hall the first psychologist to formulate a theory of adolescence proposed that the major physical changes that take place at this time cause major psychological changes. He believed that young people"s efforts to adjust to their changing bodies in a period of "storm and stress". Hall saw adolescence as a period of intense, fluctuating emotions from which young people may emerge morally stronger. Although this view of adolescence, as an invariably stormy period of life was widely accepted for many years, the dominant opinion today is that storm and stress are not inevitable for most adolescents.

According to the biological explanations based on psychological tranquility, the adolescent youngster is confronted with a chaotic and sexual drive. He experiences unpredictable anxiety, stress and strain during this period of puberty and takes recourse to many activities as means of avoiding threat of sex.

The cultural interpretation of adolescence states that (a) adolescents experience a rapidly widening life- space along geographic, social and future time dimensions (b) are caught in ambiguous overlapping between the roles of the child and adult. In a dynamic and heterogeneous culture with ambiguous and conflicting situations young adolescents feel ill equipped to tackle them. Therefore, they are engrossed with conflicts, values, emotional tension and extreme attitudes.

PROBLEMS OF ADOLESCENTS

As people live together personal problems, family problems and community problems appear on the horizon of everyday living. Drug abuse, homelessness, crime, mental illness, suicide, school dropouts and numerous other social problems which are around us at every turn. Globalization has not only affected the economy alone, it has affected every individual, their behavior and the society in a whole. The changes taking place in the society further leads to adolescent problems.

The whole society is changing this includes changes in our very social fabric, changes in our surroundings and changes in us as individuals. Changes began to take place in our way of life in our lifestyle. Changes take place even into our manner of thinking. This was not only in the world of grown - ups but in the world of children as well. So naturally changes also come about in parenting pattern.

The educational system is also responsible for a good portion of this change. Schools no longer cater to just academic achievements and excellence. Extra- curricular activities like sports, games, arts and crafts have their place as well. Parents are putting in greater efforts on their behalf and a lot of focus is directed towards them in terms of budgeting, living location, fixing the social calendar and so on. It sounds to be an easy task. The end –result is stress.

This stress is taking a heavy toll on parent‟s sense of well-being and creating untold problems for parents to whom children are the embodiment of their unfulfilled dreams and ambitions, insurance for the future and their source of joy and happiness. This pressure is transmitted in turn to the adolescents and affects their well -being too.

Children today know more, learn more, and want more. They make demands on their parents which cannot always be met. More often parents do not agree with many of these demands.

To satisfy means to meet the expectations or desire be equal to be accepted by person according to his taste as an appetite or want by sufficient supply adequately met. A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school- based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate.

In the education system, the education of the child and his achievement is determined to a large extent by the varied and dynamic role of teachers and the facilities provided by them for the children education. Since the environment influences on the academic achievement of the students, the investigator tries to find out the impact of school environment factors on achievement. Hence the investigator selected the topic.

SCHOOL SATISFACTION:

A positive psychology perspective on school psychology challenges us to think critically about the degree to which schools and schooling processes support children‟s optimum adjustment. We argue that schools contribute to a student‟s positive adjustment when they function as psychologically healthy environments for development. In this narrative review positive school adjustment, we will critique the empirical literature on contextual factors contributing to school satisfaction, one marker of positive school adjustment. Finally, we will make recommendations for practice and research in this area.

Positive psychology as applied to children. Schools are important contexts for children‟s development because of the time children spend there, the degree to which they influence children‟s experiences and self-perception and their potential to affect children‟s life courses. A positive psychology perspective on schooling promotes questions such as, "What educational structure promotes adjustment? Or "how does the process of schooling contribute to children‟s psychological competence?" The literature provides a background for understanding positive adjustment within schools, they lack guiding theories that can be applied readily to school-based practices. We propose a developmental-ecological perspective as one theoretical lens that might guide positive psychology promotion efforts within schools. The empirical literature on contextual factors contributing to positive school adjustment using one marker of [positive well- being and organize this literature using the developmental-ecological framework.

Positive school adjustment has been predominantly measured by successful achievement outcomes. However, student attitudes and beliefs are more proximal outcomes of their interaction with school structures and may be letter able to predict eventual school related behaviors such as achievement. In our work we include school satisfaction as one measure of positive school attitudes. School satisfaction is the subjective cognitive appraisal of the perceived quality of school life. It is grounded in the theoretical work on children‟s life satisfaction one aspect of subjective well-being. Typical items measuring the school satisfaction construct include, "I like being in school‟ and there are many things about school that I like because it is a subjective construct school satisfaction distinguish students on mental health, behavioral, and academic indicators of success.

School satisfaction can be measured reliably as one attitudinal marker of school adjustment. Variables associated with school satisfaction and positive school attitudes. Using ecological systems theory and previous work citing school satisfaction we identified both distal environment variables such as school climate, classroom practices school organization and peer contexts and more proximal variables such as academic ability gender, race, socio-economic status, mental health, and family contexts.

Schools are the one location where virtually all children and youth are present. High school graduation the culmination of an individual‟s high school education is important with regard to the individual future earnings and the economy of the entire country. School performance and attendance are the two most critical variables affecting high school graduation. In spite

of that, multiple factors can influence school performance in adolescence. These include disability, self- regulation, social and emotional functioning, chronic illness, exposure to trauma, and factors such as obesity, pregnancy, bullying, or a combination of these. This chapter reviewed each of these with respect to their influence on school performance.

School social climate: "School climate" is the effect of the school. Think back to your favorite teacher. What was so special about that person? Most likely you had a sense of caring and belonging; you felt safe, both emotionally and academically; you felt the satisfaction of learning a lot in that classroom. Of course, climate is more than just effect of one teacher; it is the whole school experience. Students attending schools with a healthy, positive climates share a sense of belonging, the school as a learning community, competence to succeed, safety arrangement, and personal fulfillment. This is an environment nearly devoid of student problems such as bullying. It is a school "without failure", a place where all students can learn. Student sense of belonging is the highest single predictor of student social-emotional and academic behavior.

School environment is defined as: - the learning environment and relationships found with in a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behavior and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behavior.

The school environment directly impacts on student learning pro-social and moral behavior. Many schools have a competitive culture that relies on strong teacher control with rewards and punishment to promote student learning and pro-social behavior. Students who demonstrate the Correct behavior (or obtain high scores) are singled out and rewarded for their success but on the other hand students who do not exhibit the correct behavior are punished by never receiving rewards. While this might seem to provide quick results (for some students), over time it fosters an unhealthy, negative climate of winners and losers. Such schools often have high levels of discipline problems such as bullying (even with strict no-variance policies) and sub-optimum student achievement.

Many other schools support a collaborative environment where all students share in recognition and feelings of success. There is deliberate effort to catch every student doing something right. It is a learning culture where teachers work together and students cooperate with each other. Parents, staff and students have determined the core values for the school and integrated them into all aspects of the schooling process. Collaborative teaching-learning practices such as class meetings, learning circles, cross-grade groupings, school-home activities, and school- wide activities are common. Student motivation is a result of school staff developing student character through a sense of belonging, students having voice in the schooling process, and students feeling competent in the school setting. Students do the right thing because it is the right thing to do; they complete assignments for their own learning, not simply to satisfy a teacher.

School climate is the primary determinant of student"s social-emotional and academic learning. Factors such as student sense of belonging, autonomy and influence, competence, and safety are the primary predictors of student learning. Regular assessment of these school characteristics as seen by parents, staff and students reveals how the school is doing.

School climate information provides indices reflecting the level of success in developing or maintaining a healthy, caring community, school culture information provides insights on how well school processes are being implemented. Together, this information provides what is needed with solid data-based planning for school optimization. We provide user-friendly web-based student, parent and staff surveys that provide school culture and climate information for data-based planning.

CHARACTERISTICS OF SCHOOL CLIMATE
When a positive school climate exists:
- Students, staff members and parents feel safe, included and accepted;
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment;
- Students are encouraged and given support to be positive leaders and role models in their school community –for example- by speaking up about the issues such as bullying.
- Students, the principal, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged;
- Principles of equity and inclusive education and strategies for students and staff related to bullying prevention and intervention and awareness-raising are reinforced across the curriculum;
- The learning environment, instructional materials, and teachings and assessment strategies reflect the diversity of all learners;
- Every student is inspired and given support to succeed in an environment of high expectations.

Classroom structures, goals and practices: - specific classroom practices are associated with positive school attitudes. This literature has been developed within educational psychology and has focused primarily on achievement motivation. For example, tasks that provide optimal level of challenge, feedback, that is informational rather than evaluative, recognition of mastery efforts rather than relative performance, and grouping that minimizes of mastery efforts rather than relative performance and grouping that minimizes interpersonal competition are all associated with enhanced academic motivation. Little work has been done in this area specific to school satisfaction. Interestingly within the literature on job satisfaction which is the adult correlate of school satisfaction for children there are strong parallels to this work on classroom-based practices. Workers glean the most satisfaction from jobs that provide variety and autonomy, in which there are clearly identified goals and informational feedback and with work that they perceive as significant. Of course, there are individual differences in this literature and important distinctions between adult activities and schoolwork. However, the nature of tasks and the manner in which they are presented seem to make an important difference in the attitudinal process. Classroom practices that afford students opportunities to feel competent and to exercise developmentally appropriate autonomy should be associated with positive appraisals of school.

In our current examinations of school satisfaction, we are studying the nature of classroom organization, structure and tasks the preliminary data from our longitudinal study suggest that the degree of clarity in classroom rules and predictable structure afforded by the teacher and classroom routines positively affect school satisfaction among elementary school students to a moderate degree.

Some developmental models of school reform afford an alternate view of the linkages between school practices and positive school attitudes. for example, the child development project is an elementary reform model based on intrinsic motivational theory. CDP participation has shown positive effects on children"s academic and interpersonal behaviors, attitudes, and motivation. CDP participation changes teachers classroom behavior, including their warmth and supportiveness, the degree to which they promote cooperation among students their elicitation of students critical thinking and problem solving an emphasis on pro-social values and a low use of extrinsic behavior control.

This in turn influences student classroom behavior as measured by academic engagement and positive interpersonal behavior. The student behavior leads to positive school related outcomes including enjoyment of class increased learning motivation concern for others and conflict resolution skills. Thus classroom practices that permit students to experience a sense of connectedness, competence, and contribution may be important focus for further study of positive school attitudes.

School organization larger aspects of school organization and structure such as how schools organize time curriculum spacing and the continuity of contact between teachers and students affect achievement outcomes. Within this literature some attention has been paid to attitudinal indicators of adjustment. For example-schools that keep students and teachers in persistent cohorts across time are associated with increased positive attitudes toward schooling. This is an example of school organizational practice that promotes students sense of connectedness to others and enhances the predictability of the school environment. From a developmental ecological perspective this type of school reorganization should be associated with increased school satisfaction however little work has been done specifically relative to school attitudinal outcomes.

Peer contexts- Children"s peers play an influential role in their positive development and wellness. Children"s friendships serve as an important context for student"s comfort and support. Peer groups also serve to socialize children causing children to adopt similar goals and attitudes as their peers. For example- elementary students self-select into peer groups with similar motivational orientations to their own inclusion in a peer group with positive adjustment in school. Children who felt their peers supported them adopted pro-social and socially responsible goals within the classroom such as classmates in classroom activities.in contrast socially rejected adolescents who are actively disliked by many peers perceive less social support within the classroom and exhibit less positive psychosocial behavioral and scholastic outcomes.

SCHOOL SATISFACTION AMONG ADOLESCENTS
Adolescent grows up to become an adult. The words adolescent and adult ultimately come from forms of the same Latin word adolescence means to grow up. Freiberg (1998) notes school climate can be a positive influence on the health of the learning environment or a significant barrier to learning stated that school are more likely to adopt unhealthy behavior and exhibit more health problems, whereas students satisfied with school are more likely to be happy enjoy things and have a better health also found academic support from teacher and peers to be related to adolescents interest in school among 167 sixth graders in a suburban community of the united states in a small school teachers have a positive attitude about their responsibility for students learning and students learn more found that implicit in factors such as parental involvement, school climate, and leadership was the notion that the school is the proper focus for reform suggested that successful schools help pupils regulate

their own behavior and deal with the many social and academic challenges they face. The correlation between school and global life satisfaction differs between adolescents. Some of the essential needs of adolescents which if fulfilled bring satisfaction and if not fulfilled result in dissatisfaction are approval, affection and security are needs common to all human beings and such have to be met by the thoughtful schools developmental needs whereas says that developmental tasks are essentially major problems related to growth personal welfare and individual adjustment that are common to student at a given age and environmental influences largely shape a student state of educational readiness or forming habit patterns that encourage and discourage effective study and attitudes that further or impair learning. Student dissatisfaction attributed to lack of essential amenities, shortage of accommodation in institutions and hostels lack of provision of games, excursion and extracurricular activities.

The researcher had explored the variables up to certain extent so the justifications can be done about the study besides preceding chapter of review of literature can be moved in desirable directions.

REVIEW OF LITERATURE

The deals with the review of the literature. It is an attempt to discover relevant material published earlier in the problem of study. This covers the empirical research studies done previously in the particular problem area.

Halawah (2006) examined the effect of motivation family environment and student characteristics on academic achievement. On the sample comprised of 388 high school students including 193 male and 195 female students of Abu Dhabi district in United Arab Emirates. Grade point average was taken as measure of academic achievement of the students. The result revealed no significant gender difference in academic achievement of the students.

Preiss and franova (2006) analyzed the relationship between depressive symptoms, academic achievement and intelligence. The data were collected from the sample of 635 school children consisting 304 boys and 331 girls by using Wechsler's intelligence scale for children and grade point average. The findings indicated that there was no gender difference in academic achievement of boys and girls.

Waters et al. (2006) determined whether the academic performance of 575 medical students learning in rural settings differs from those learning in urban settings of Australia. Academic achievement included the results of the consecutive three years and five specialists eight-week rotations conducted in either the rural clinical division for rural students or un-Brisbane for urban students all following the same curriculum and taking the same examinations. From the results no statistically, significant differences were found between academic performance of rural and urban students.

Navarrete et al. (2007) carried out a study on culture and achievement motivation in latino and Anglo-American high school students of USA on a sample of 149 students from the high school districts in California data were collected by administering culture value orientation and attribution emotion scale to the sample and grade point average was taken as academic achievement measures of the students. Socio-economic status and education of the parents had been found to influence academic achievement of the students of both the cultures.

Nuthana (2007) carried out a gender analysis of academic achievement of school students of Karnataka. The sample comprised of 600 students including 325 boys and 275 girls. Academic achievement was taken as the average grades of two previous years. The results of study showed that there was no significant difference in academic achievement of boys and girls. But the results indicated a significant difference in academic achievement of urban and rural students with urban students had higher academic achievement than rural counterparts.

Tella (2007) investigated the impact of motivation on academic achievement in mathematics. The participants of the study were 450 secondary school students of both genders drawn from ten schools of Ibadan. Data were collected by employing achievement test in mathematics as a measure of academic achievement of male and female students in mathematics.

Lesson et al. (2008) examined cognitive ability personality and academic performance on a sample of 639 high school students of new south wales, Australia the results showed significant gender difference in academic achievement. The findings also indicated that girls performed better than boys. The results revealed that gender play unique role in predicting academic achievement.

Naderi et al. (2008) carried out a study to infer whether intelligence and gender as predictors of academic achievement on a sample of 153 undergraduate students of Malaysian university.

Cumulative grade point average scores were taken as measures of academic achievement. The results indicated that there was no significant difference between the academic achievement of male and female students.

Chaturvedi (2009) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The respondents of the study were 300 students in the age range of 12-15 years of Bhopal. Percentages of marks obtained by the students in last three years were used as measures of academic achievement. The results indicated significant gender difference in academic achievement the girls scored higher than boys significantly.

Elizabeth (2009) analyzed the family structure and the academic achievement of 549 African American students attending rural and urban high schools in North Carolina. The results demonstrated that the female students attending both the rural and urban high schools had significant higher academic achievement levels than the male students. Results also indicated that rural students performed better than urban students.

Naderi et al. (2009) investigated the relationship among intelligence, creativity, self-esteem and academic achievement of a sample of 153 Iranian undergraduate students in Malaysian universities. Cumulative grade point average scores were taken as measures of academic achievement. The findings showed no significant gender difference in academic achievement of the students.

Umunadi (2009) explored the relationship between the male and female students academic achievement in the subject of television on a sample 731 students from urban and rural technical colleges in delta state of Nigeria. The results of board examinations revealed that

males performed better than their female counterparts. It was also revealed that males performed better than their rural counterparts.

Acharya and Shobhna (2010) studied the influence of parental education level on achievement motivation of adolescents. A total 200 intermediate students belonging to parents having four levels of education: high school, intermediate, graduation and post-graduation from Varanasi were selected as the sample. Data was collected by administering Deo-Mohan achievement motivation scale to the students. The result indicated that parental education level influenced achievement motivation in academic area. Higher was the level of parental education better was the achievement motivation in academic area.

Al-Shabatat (2010) investigated the contribution of motivational factors to the development of giftedness by conducting test. A total of 180 university high scoring students of Malaysia were selected as sample by employing culture fair test. Structural equation modeling was employed to determine the direct and indirect effects of motivation on giftedness.

Garikai (2010) empirically predicted the causes of poor academic performance of the school students on a sample of 200 high school students of Zimbabwe. Data were gathered through interview conducted with the students. The findings indicated that there was a difference in academic performance of male and female students with male students performing better and education of parents had significant effect on academic achievement of the students.

Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 standard eight Kenyan pupils from six urban and rural primary schools from Mchakos district. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children.

Sarsani and Ravi (2010) investigated achievement in mathematics of secondary school students in relation to selected variables. The sample of the study consisted of 480 boys and girls, drawn from the various private and government high school of Warangal city in Andhra Pradesh. Data was collected by administering scholastic achievement test of mathematics to the sample. The findings indicated significant difference between the mathematics scholastic achievement of the boys and girls. The result also showed that girls were higher achievers than boys.

Singh and Praveen (2010) studied the relationship of social maturity with academic achievement of high school students the study was conducted on a sample of 400 high school students consisting 200 boys and 200 girls studying in tenth class of New Delhi. The aggregate scores of the selected students in the board examinations were taken as the measures OF ACADEMIC ACHIEVEMENT. The results indicated that there were no significant differences between the academic achievement of boys and girls. The findings also revealed no significant differences in academic achievement of rural and urban students.

Asthana (2011) conducted a study on a sample of 300 students consisting 150 male and 50 female students of secondary education from Varanasi with a view to assess to gender difference in scholastic achievement. Scholastic achievement was measured on the basis of

an average of marks obtained in three previous annual examinations. The findings revealed that there was a significant difference in academic achievement of the girls.

Tavaniandlosh (2012) examined motivation, self-confidence and expectations as predictors of academic performance among high school students. The sample consisted of 4012 students of Florida state. From the findings a significant positive relationship was found between motivation and academic achievement. Parental education had also positive relationship with achievement motivation of the students.

Kaur (2012) compared achievement motivation of students. The sample was comprised of 200 boys and girls of eleventh class of the residents of urban and rural areas of Ludhiana District. Results showed that there was a significant difference between achievement motivation of rural and urban students.

Tsang (2013) investigated academic motivation and achievement among students from immigrants and America born families. Data were collected through survey method and university records from over 998 college students. The results indicated that immigrants placed more importance on family interdependence than American born families. Family attitude contributed to greater academic motivation among youth from immigrants as compared to American born families.

Sidhu and Parminder (2013) carried out a comparative study of concept attained model, advance organizer model and conventional method in teaching of physics in relation to intelligence and achievement motivation of ninth class students. Data were collected by using achievement motivation test by Pratibha Deo and Asha Mohan from 240 students of Sangrur district in Punjab. The results indicated that there was no statistically significant effect of achievement motivation on scholastic achievement of the students. The results also revealed that there was no relationship between intelligence and achievement motivation.

Rathee (2014) examined the academic achievement motivation of secondary school students of working mothers and nonworking mothers. 200 sample were taken from secondary school students, 100 from urban area and 100 from rural area. Sample selection was randomly, between age 13 to 15 years belonging to rural and urban area of district Sonipat, Haryana. Result indicated there was significant differences between students of working and non-working mothers on the regard of academic achievement motivation.

Rana (2014) Conducted a study with randomly chosen 100 adolescencts, who are going to government and non-government schools of urban and rural areas. To compare the school satisfaction of government and non-government going students. Result revealed there was no significance difference among government and non-government high school students on the regards for school satisfaction.

Bansal et al. (2014) explored the relationship between quality of home environment, locus of control and achievement motivation among high achiever urban female adolescents. The data were collected from 100, eleventh grade high achievers from 10 senior secondary schools of Ludhiana city, by using Bhargava achievement motivation scale and Mishra's home environment inventory scale. The results indicated that good quality of home environment had significant positive relationship with high level of achievement motivation and high level of academic achievement.

Halawah (2014) examined the effect of motivation, family environment, and student characteristics on academic achievement. The sample comprised of 388 high school students entailing 193 males and 195 females from Abu Dhabi district, United Arab Emirates. Data was collected through a Likert-type instrument to measure students level of motivation while academic achievement was measured by using students grade point average. Results demonstrated that relationship between academic achievement and motivation (0.07) was very small and the relationship between achievement and family environment (0.15) and motivation and family environment (0.19) were statistically significant still partially small.

Chowdhury et al.(2015) conducted a study on self-efficacy, motivation and their relationship to academic performance of Bangladesh college students. Data were collected through self-administered questionnaire from 123 college students. Results revealed that student academic achievement was affected by motivation. It was also found that the students who attained the highest level of academic performance were those who were simultaneously highly motivated. The findings further indicated both intrinsic (.327) and extrinsic motivation (.251) were positively related with academic achievement.

Adepoju (2015) examined the degree of relationship among motivational variables and academic performance of students in secondary school students in Oyo state, Nigeria. A sample of 100 senior school students was selected for data collection. The results of the study revealed that there was high relationship of each motivation variable with academic performance. The results also indicated that a significant difference (t=2.74) existed between the level of motivation in urban and rural students.

Wang (2015) examined the motivational belief, parents educational level and other characteristics related to the class room incorporated and used to build achievement model of the students. Data were collected from 224,503 students, their parents and teachers from four countries namely United States, Russian Federation, Singapore and South Africa. Results indicated that students achievement was positively related to achievement in mathematics in all the four countries. The results also indicated that parental education was significantly related with motivation of the students.

Wilkins (2016) carried out a longitudinal study to evaluate family processes promoting achievement motivation and perceived competence among Latino youth. The sample consisted of 15,362 Latino adolescents from immigrant families. Data were collected by administering parental involvement in schooling scale by Steinberg and others to assess the degree parents assisted their child and achievement motivation scale created by the researcher himself. It was confirmed that parental involvement related significantly and positively to the processes of achievement motivation.

Ghazi (2016) examined parental involvement in their children's academic motivation in rural areas at primary level. Study was conducted on a sampled of 250 students from Bannu in Pakistan. Data were collected by structured interview from students and their parents. It was found that parental encouragement, discussion of importance of education and educational affairs had direct and positive influence on achievement motivation.

Majzub (2016) investigated the relationship between achievement motivation and self-regulated learning strategies among the university students. A sample of 300 undergraduate students from Malaysia participated in the study. The results indicated that there existed a

positive and significant relationship between achievement motivation and the self –learning strategies.

Muola (2017) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The sample was comprised of 235 Kenyan pupils between the age range from 13 to17 years from six urban and rural primary schools selected randomly from Machakos district. Data was collected through two questionnaires to get information on the pupils' levels of academic motivation and home environment. The results indicated a positive relationship between academic achievement motivation and home environment.

Tiwari (2019) Studied visually impaired secondary school going students of Indore, Madhya Pradesh to check the level of educational aspiration and academic achievement motivation. Sample size was 100 and they were taken from government and private schools by random sample technique. The result revealed that visually impaired girls had higher academic achievement motivation compare to boys but both the girls and boys having equal education aspiration.

Ahmad (2021) studied 400 students of madrasas in Kanpur. Which are aided and private madrasas. Sample were taken by random sampling method. This study was aimed to check the relationship between their students satisfaction and education environment of madrasas. It was found that education environment has meaningful relationship with the satisfaction of students.

METHODOLOGY

Aim:
To examine the Academic achievement motivation and School Satisfaction among Adolescent.

Objectives:
- To study the relationship between Academic achievement motivation and School satisfaction among Adolescent.
- To analyze the variations on the level of Academic achievement motivation and School satisfaction among girls and boys.
- To evaluate the differences on the level of Academic achievement motivation and School satisfaction in Government and Private Schools.

Hypotheses:
1. There will be significant relationship between Academic achievement motivation and School satisfaction among Adolescent boys.
2. There will be notable relationship between Academic achievement motivation and School satisfaction among Adolescent girls.
3. There will be remarkable distinction on the level of Academic achievement motivation among adolescent of Government and Private schools.
4. There will be major difference on the degree of Academic achievement motivation among adolescent boys and girls of Government schools.
5. There will be key differentiation on the extent of Academic achievement motivation among adolescent boys and girls of Private schools.

6. There will be notable difference on the amount of School Satisfaction among adolescents of Government and Private schools.
7. There will be chief difference on the level of School Satisfaction among adolescent boys and girls of Government schools.
8. There will be significant difference on the degree of School Satisfaction among adolescent boys and girls of Private schools.

Population and sample selection
Population sampling is the process of taking a subset of subjects that is representative of the entire population. The sample must have sufficient size to warrant statistical analysis. Sampling is done usually because it is impossible to test every single individual in the population. It is also done to save time, money and effort while conducting the research. Still every researcher must keep in mind that the ideal scenario is to test all the individuals to obtain reliable, valid and accurate results. If testing all the individuals is impossible that is the only time we rely on sampling techniques.

Population for the purpose of this study has been defined all the boys and girls students aged between 13 to 16 years studying in Government and Private Schools of Delhi.

It was not feasible to count each and every element of the population on with in a given range of time. Hence, quite often, we had selected only a few units from the population for our study. The units that were selected are called sample. A lot of time, energy and money were saved by sampling. So the researcher had planned sample design. In this study, the researcher drew a representative sample using the Random sampling and Snowballing technique in which the sample size has taken around 100 students including boys and girls from government and private schools. A detailed description had been given below:

Selection of students: The researcher had taken sample size of 100 students which were selected through random and snowball sampling method. Then the researcher had divided the sample size into the following ways:

Table 3.1 - Description of sample

S.No.	School	Boys	Girls	Total
1	Government	25	25	50
2	Private	25	25	50
	Total	50	50	100

Variables
This study was aimed to focus on variables namely:
1. School satisfaction inventory
2. Academic achievement motivation

Among these variables school satisfaction is an independent variable and academic achievement was dependent variable. The fundamental aim was to find out the impact of independent variable on dependent variable.

Tools Used

For measuring the independent variable school satisfaction, the researcher had used Sharma Adolescent school satisfaction inventory which was developed by Dr. M. Sharma.

For measuring the dependent variable academic achievement motivation, the researcher had used Academic Achievement Motivation which was developed by Dr. T.R. Sharma.

Tool 1: Sharma Adolescent's school satisfaction inventory:

To measure school environment, the standardized test (S.A.S.S.I) constructed by Dr. M. Sharma. The Sharma Adolescent"s School Satisfaction Inventory has been developed to measure the degree/ amount of satisfaction received by the students in the school. This test has only 60 statements.

Scoring of this is very simple and easy. The items were in the form of questions and three alternatives had been provided for each item namely, „yes, „?", „no". A weighted score of 3,1 and 0 is given to yes /? /no respectively. Each form yields an individual"s score on satisfaction in each aspect of the school. These scores can be added up to find this total satisfaction with the school. The method of scoring in each area is to count yes, no and?"s and multiply total yes with 3, total no with 0 and total? with 1 and add the products to find the total satisfaction and vice-versa.

Tool 2: Academic Achievement Motivation Test:

To measure academic achievement motivation, the standardized test (S.A.A.M.T) by Dr. T.R. Sharma 1984 is used. It has 38 items and the maximum possible score is 38. Each item of the test is score as either +1 or 0.
Award one mark if box A ( ) has been ticked in case of items No. 1, 3, 4, 6, 8, 10, 12, 13, 15, 16, 17, 18, 21, 25, 27, 31, 35, 36 and 37.

And if box B ( ) has been ticked in case of items at No. 2, 5, 7, 9, 11, 14, 19, 20, 22, 23, 24, 26, 28, 29, 30, 32, 33, 34 and 38.

Procedure

Online generated questionnaire of the tools were circulated to students. Questionnaire filled by the students were taken to do the next procedure of scoring for each test. After getting online responses from students (100 students from government and private school comprising of 50 boys and 50 girls) were scored as per scoring procedure.

ANALYSIS OF RESULT

The title of the study "Academic achievement motivation and school satisfaction among adolescent". The data was collected in a tabular format and correlation were calculated.

Table 1 – Correlation coefficient between Academic Achievement Motivation and School Satisfaction among Adolescent Boys

No. of Boys/ Sample	Df (N-2)	Correlationcoefficient r	Critical value at 0.05
50	50-2=48	0.336	0.273**

From the above Table 1, correlation coefficient value (r = 0.336) was found to be significant at 0.05 level, which indicates significant relationship between academic achievement and school satisfaction among adolescent boys.

Table 2 – correlation coefficient between Academic Achievement and School Satisfaction among adolescent girls

No. of Girls / Sample	Df (N-2)	Correlationcoefficient r	Critical value at 0.05
50	50-2=48	0.086	0.273**

From the above table 2, the correlation value (0.086) was found to insignificant at 0.05 levels, which indicates no significant relationship between academic achievement motivation and school satisfaction among adolescent girls.

Table 3 – Difference of Academic Achievement Motivation of Government and Private Schools

Academic Achievement Motivation	No. of Students	Mean	Coefficient Correlation	Critical Value at 0.05
Government	50	29.35	0.291	0.273**
Private	50	27.35		

from the above table 3, the mean among the government (29.35) and private (27.35) schools on the academic achievement motivation and correlation coefficient (0.291), the data indicates significant difference between government and private schools.

Table 4 – Difference of academic achievement motivation among adolescent boys and girls of government schools

Academic Achievement Motivation (Govt.School)	No. of Students	Mean	Coefficient Correlation	Critical Value at 0.05
Boys	25	31.8	0.275	0.273**
Girls	25	26.9		

From the above table 4, the mean among the boys (31.8) and girls (26.9) on the academic achievement motivation and correlation coefficient (0.275), the data indicates significant difference between boys and girls of government schools.

Table 5 – difference of academic achievement motivation among adolescents boys and girls of private schools

Academic Achievement Motivation (Private Schools)	No. of Students	Mean	Coefficient Correlation	Critical Value at 0.05
Boys	25	28.4	-0.102	0.273**
Girls	25	26.3		

From the above table 5, the mean of adolescent boys (28.4) and girls (26.3) on the academic achievement motivation and correlation (-0.102), the data indicates insignificant difference in academic achievement motivation among adolescent boys and girls of private schools.

Table 6 – difference of school satisfaction among adolescent of government and private schools.

School Satisfaction	No. of Students	Mean	Coefficient Correlation	Critical Value at 0.05
Government	50	149.2	-0.183	0.273**
Private	50	141.05		

From the above table 6, the mean of government (149.2) and private (141.05) on school satisfaction and correlation (-0.183), the data indicates no significant difference between government and private schools.

Table 7 – difference of school satisfaction among adolescent boys and girls of government schools

School Satisfaction (Govt. School)	No. of Students	Mean	Coefficient Correlation	Critical Value at 0.05
Boys	25	145.4	-0.265	0.273**
Girls	25	153		

From the above table 7, mean of boys (145.4) and girls (153) on school satisfaction and correlation (-0.265), the data indicates significant difference between boys and girls among government schools.

Table 8 – difference of school satisfaction among adolescent boys and girls of private schools

School Satisfaction (Private Schools)	No. of Students	Mean	Coefficient Correlation	Critical Value at 0.05
Boys	25	132.2	-0.069	0.273**
Girls	25	149.9		

From the above table 8, the mean of boys (132.2) and girls (149.9) on school satisfaction and correlation (-0.069), the data indicates insignificant difference between boys and girls among private schools.

DISCUSSION

In the today"s scenario, the school with its enriched curriculum and elective courses, educational guidance has a very definite and increasingly important place. However, the responsibility for carrying on a guidance program is one which teachers assume with some degree of reluctance, being aware that certain factors make this type of work extremely difficult.

Educational guidance is not new but educational guidance as an integral part of the school curriculum is new requiring methods techniques and criteria which are still in the process of formulation. So it is that at the present time in the absence of concrete data, teacher judgment too often becomes the determining factor in carrying on guidance work.

The investigator wants to study how school satisfaction has impact this psychological variable of motivation. The present study focuses on the relationship between academic achievement motivation and school satisfaction.

The main aim of the present study was to find out the relationship and differences between academic achievement motivation and school satisfaction among school going boys and girls students of government and private schools. The purpose was to analysis the variable in accordance to the groups of gender difference males and females with respect to their level of academic achievement motivation, also in the level of school satisfaction between the two groups and lastly, at level of government and private schools.

"Achievement" means one"s learning attainment, accomplishment and proficiency of performance. Achievement in an educational institution may be taken to mean by desirable learning. It is important to recognize and support children"s and young people"s achievements. It can help to develop their confidence and motivation for learning. It can also help them to reflect on their learning and plan appropriate next steps.

"Academic Achievement" represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Academic achievement or academic performance is the extent to which a student, teacher, or institution has achieved their short or long- term educational goals. Academic achievement has long been recognized as one of the important goals of education the world over.

The motivation generates enthusiasm which assists in achieving different types of goals which is called achievement motivation and has been developed by McClellanal, Atkinson, Clark and Howell. They defined this concept as concern over competition with standards of excellence. Therefore, achievement motivation has been considered as an important concept in the dynamics of human behavior. Motivational environment of school is extremely important in the evaluation of an adolescent"s academic performance and teacher"s acceptance plays a major role in determining the academic achievement motivation of adolescents.

School satisfaction can play a dominant role in the development of adolescent"s academic achievement motivation. It may have an impact on academic achievement motivation of adolescent and can also form the basis of the adolescent"s educational and vocational success. Academic achievement plays an important role in the attainment of ideal and harmonious development of the child. It is also the status of the individuals learning and his ability to apply what he has learnt. Keeping in mind the importance of academic achievement motivation at the adolescent stage.

The present study was aimed to study the relationship and differences between the two variables, school satisfaction and academic achievement motivation in specifically among government and private schools of Delhi. The researcher very categorically chooses the sample size of 100 total students studying in government and private schools of Delhi, representing 50 boys (25 from government and 25 from private schools) and 50 girls (25 from government and 25 from private schools) students. The data was collected through online Google forms, due to pandemic situation.

The results were then calculated accordingly the desired and obtained hypothesis which the researcher had set for the purpose of the study. The results were divided further into two groups of males and females with respect to each concerning variables. Before formulating the results, the researcher formulates the hypotheses to test whether the obtained results are significant or not significant. Different hypotheses were established to test whether the main purpose of the study was solved with the concerned hypotheses testing.

The first hypothesis stated that there will be significant relationship between Academic achievement motivation and School satisfaction among Adolescent boys. After calculating the results, the scores were calculated for the both variables academic achievement motivation and school satisfaction is positive, which represents that there is a positive correlation between the level of academic achievement motivation with the level of school

satisfaction and therefore, statistically the data is significant at the level of 0.05. Since the data is showing significant relationship, then the researcher has failed to reject the null hypothesis and accept the alternate hypothesis, stating that there is a significant relationship between academic achievement motivation and school satisfaction among adolescents boys. Singh and Praveen (2010) studied the relationship of social maturity with academic achievement of high school students the study was conducted on a sample of 400 high school students consisting 200 boys and 200 girls studying in tenth class of New Delhi. The aggregate scores of the selected students in the board examinations were taken as the measures OF ACADEMIC ACHIEVEMENT. The results indicated that there were no significant differences between the academic achievement of boys and girls. The findings also revealed no significant differences in academic achievement of rural and urban students.

The second hypothesis states that there will be significant relationship between Academic achievement motivation and School satisfaction among Adolescent girls. The sample of 50 girls students were taken to test whether there is any significant relationship found in the level of academic achievement motivation with the level of school satisfaction. It shows that the relationship between academic achievement motivation and school satisfaction (r = 0.086) is positive, which represents that there is a positive correlation between the level of academic achievement motivation with the level of school satisfaction and therefore, statistically the data is not significant at the level of 0.05. Since the data is not showing significant relationship, then the researcher has failed to reject the null hypothesis and reject the alternate hypothesis, stating that there is a no significant relationship between academic achievement motivation and school satisfaction among adolescents girls.

Third hypothesis states that there will be significant difference on the level of Academic achievement motivation among adolescent of Government and Private schools. The sample of 50 students of government and 50 students of private schools were taken to test whether there is any significant difference found in the level of academic achievement motivation within government and private schools students. The calculated mean for Academic achievement motivation in government and private schools students were found to be 29.35 and 27.35 respectively. The further calculation shows that the difference between academic achievement motivation among adolescent of Government and Private schools (r = 0.291) is positive, which represents that there is a positive correlation between the level of academic achievement motivation among adolescent of Government and Private schools and therefore, statistically the data is significant at the level of 0.05. Since the data is showing significant difference, then the researcher has failed to reject the null hypothesis and accept the alternate hypothesis, stating that there is a significant difference on the level of Academic achievement motivation among adolescent of Government and Private schools. Rathee (2014) examined the academic achievement motivation of secondary school students of working mothers and nonworking mothers. 200 sample were taken from secondary school students, 100 from urban area and 100 from rural area. Sample selection was randomly, between age 13 to 15 years belonging to rural and urban area of district Sonipat, Haryana. Result indicated there was significant differences between students of working and non-working mothers on the regard of academic achievement motivation.

Forth Hypothesis states that there will be significant difference on the level of Academic achievement motivation among adolescent boys and girls of Government schools. The sample of 50 boys and 50 girl‟s students of government schools were taken to test whether there is any significant difference found in the level of academic achievement motivation

among adolescent boys and girls of Government schools. The calculated mean for Academic achievement motivation in boys and girls of government schools students were found to be 31.8 and 26.9 respectively. It shows that the difference between academic achievement motivation among boys and girls of government schools (r = 0.275) is positive, which represents that there is a positive correlation between the level of academic achievement motivation among adolescent boys and girls of Government schools and therefore, statistically the data is significant at the level of 0.05. Since the data is showing significant difference, then the researcher has failed to reject the null hypothesis and accept the alternate hypothesis, stating that there is a significant difference on the level of Academic achievement motivation among adolescent boys and girls of Government schools.

Fifth hypothesis states that there will be significant difference on the level of Academic achievement motivation among adolescent boys and girls of Private schools. The sample of 50 boys and 50 girl students of private schools were taken to test whether there is any significant difference found in the level of academic achievement motivation among adolescent boys and girls of private schools. The calculated mean for Academic achievement motivation in boys and girls of private schools students were found to be 28.4 and 26.3 respectively. It shows that the difference between academic achievement motivation among boys and girls adolescent of private schools (r = -0.102) is negative, which represents that there is a negative correlation between the level of academic achievement motivation among adolescent boys and girls of private schools and therefore, statistically the data is not significant at the level of 0.05. Since the data is showing not significant difference, then the researcher has reject the null hypothesis and reject the alternate hypothesis, stating that there is a no significant difference on the level of Academic achievement motivation among adolescent boys and girls of private schools.

The sixth hypothesis states that there will be significant difference on the level of School Satisfaction among adolescent of Government and Private schools. The sample of 50 students of government and private schools were taken to test whether there is any significant difference found in the level of school satisfaction within government and private schools students. The calculated mean for school satisfaction in government and private schools students were found to be 149.2 and 141.05 respectively. It shows that, the difference between school satisfaction among adolescent of Government and Private schools (r = -0.183) is negative, which represents that there is a negative correlation between the level of school satisfaction among adolescent of Government and Private schools and therefore, statistically the data is not significant at the level of 0.05. Since the data is not showing significant difference, then the researcher has to reject the null hypothesis and reject the alternate hypothesis, stating that there is a no significant difference on the level of school satisfaction among adolescent of Government and Private schools. Rana (2014) Conducted a study with randomly chosen 100 adolescence, who are going to government and non-government schools of urban and rural areas. To compare the school satisfaction of government and non-government going students. Results revealed there was no significant difference among government and non- government high school students on the regards for school satisfaction.

The seventh hypothesis states that there will be significant difference on the level of School Satisfaction among adolescent boys and girls of Government schools. The sample of 50 boys and 50 girls students of government schools were taken to test whether there is any significant difference found in the level of school satisfaction among adolescent boys and girls of Government schools. The calculated mean for school satisfaction among adolescent

boys and girls of government schools students were found to be 145.4 and 153 respectively. It shows that, the difference between school satisfaction among boys and girls adolescent of Government schools (r=-0.265) is negative, which represents that there is a negative correlation between the level of school satisfaction among adolescent boys and girls of Government schools and therefore, statistically the data is significant at the level of 0.05. Since the data is showing significant difference, then the researcher has failed to reject the null hypothesis and accept the alternate hypothesis, stating that there is a significant difference on the level of school satisfaction among adolescent boys and girls of Government schools.

Eighth hypothesis states that there will be significant difference on the level of School Satisfaction among adolescent boys and girls of Private schools. The sample of 50 boys and 50 girls students of private schools were taken to test whether there is any significant difference found in the level of school satisfaction among adolescent boys and girls of private schools. The calculated mean for school satisfaction among adolescent boys and girls of private schools students were found to be 132.2 and 149.9 respectively. It shows that, the difference between school satisfaction among boys and girls adolescent of private schools (r = -0.069) is negative, which represents that there is a negative correlation between the level of school satisfaction among adolescent boys and girls of private schools and therefore, statistically the data is not significant at the level of 0.05. Since the data is showing not significant difference, then the researcher has to reject the null hypothesis and reject the alternate hypothesis, stating that there is a no significant difference on the level of school satisfaction among adolescent boys and girls of private schools.

CONCLUSION

Practical Implications and Recommendations

The present study was aimed to analyze the relation between school satisfaction and academic achievement motivation among adolescent boys and girls of government and private schools of Delhi Population for the purpose of this study has been defined all the boys and girls students aged between 13 to 16 years studying in Government and Private Schools of Delhi, for this the sample size of 100 adolescents (50 male and 50 female) students were selected through random and snowball sampling method. For the study, the tools used for data collection were Sharma Adolescent school satisfaction inventory which was developed by Dr. M. Sharma. For measuring academic achievement motivation, the researcher had used Academic Achievement Motivation inventory developed by Dr. T.R. Sharma.

Findings:

1. In this study the researcher had concluded that there is a positive correlation among boys and girls found on level of academic achievement motivation with the level of school satisfaction and there is a significant relationship in boys but not significant in girls.
2. It was also found that there is positive correlation and significant difference between academic achievement motivation and school satisfaction among government and private schools but there is negative correlation and not significant difference between school satisfaction among government and private schools.
3. In the present study the researcher also found that there is positive and significant difference on the level of academic achievement motivation among boys and girls in

government school, but not significant difference found in private school among boys and girls.

4. It was also found that there is significant difference found on the level of school satisfaction among boys and girls in government school, but not significant difference found in private school among boys and girls.

Limitation of Study

1. The study was limited to the school in Delhi.
2. The study was further limited to the total number of 100 students including 50 males and 50 females
3. The study was limited to only two variables - school satisfaction as independent variable and academic achievement motivation dependent variable.
4. The present study was based on survey, which was conducted with the help of Google forms.Any study based on survey through a pre-designed questionnaire format, suffers from some basic limitations for the possibility of differences between what has been recorded and what is the actual truth, no matter how carefully the questionnaire had been designed and the field of investigation has been undertaken. This is because the respondents may not deliberately report that true responses, and even if they want to do so, they are bound to be differences that owning to be well known problems for filter in the communication process.
5. Due to the pandemic crisis, limited of resources, the present study was restricted to the schools in Delhi and was conducted with the help of Google forms.
6. In the present study, the researcher had taken the school satisfaction scale by Dr. M. Sharma for measuring school satisfaction among school students. Some other tools can also be used in the place of school satisfaction scale for measuring school satisfaction
7. In the present study, the researcher had taken the academic achievement motivation scale by Dr. T.R. Sharma for measuring achievement motivation among school students. Some other tools can also be used in the place of academic achievement motivation scale for measuring academic achievement motivation.

Education Implications

1. Educational authorities should recognize the need of creative abilities and it should be given more importance in the curriculum.
2. There is a need to reorganize educational curriculum at the higher level and make it job oriented.
3. There is a need to build upright motivation among the students so that they have a positive approach towards life.
4. School should provide better atmosphere which helps the student to develop their skills and helps them to provide motivation to perform well in their academics.

Further Suggestions

On the basis of findings of the present endeavor, the following suggestions need to be taken care for the optional fulfilment of the objectives of higher education.

Since improvement and innovation in research have no barriers and no study can be said to be an end point in itself. The present study opens many issues and suggestions in this direction. It can be:

1. In the present study only two variables academic achievement motivation and school satisfaction were taken. This study can be carried out by taking few more variables like intelligence, adjustment, school environment, etc.

2. In the present study only two groups were taken first male and female and second government and private schools. This study could also be carried out on different groups like school in rural and urban, schools in north India and south India.

3. The present study was conducted on secondary level. Study can be conducted at other levels of education for example, students of bachelors or masters of first year of college.

REFERENCES

Acharya and Shobhna (2016): influence of parents" Education on Achievement Motivation of Adolescents. Indian Journal of Social Science Researches,6,1,72-79.

Adepoju,T.L.(2008) Motivational Variables and Academic performance of urban and rural secondary school students in Nigeria. KEDI Journal of education policy,5,2,23-39.

Al-Shabatat, M.A.,Abbas M. and Ismail(2016) The Direct and Indirect Effects of the Achievement Motivation on Nurturing intellectual Giftedness. World Academy of Science, Engineering and Individual Differences,16,1,1-12.

Alam,Mohammad M.(2010) Effect of Emotional Intelligence and Academic Stress on Academic Success among Adolescents. Journal of Community Guidance and Research, 27,1,53-61.

Asthana, Madhu (2011) self-concept, Mental Ability and Scholastic Achievement of secondary school students of Varanasi.Journal of community Guidance and research, 28,1,82-88

Atkinson,J.W. and feather n.t. (1966) the theory of achievement motivation. New York: John Wiley and Sons.

Bansal, Shelly., S.K. Thind and S.Jaswal(2006) Relationship Between Quality of Home Environment, locus of Control and Achievement Motivation Among High Achiever Urban Female Adolescent. Journal of Human Ecology, 19,4,253-257.

Beedawat, S.S., (2008) A Study of Academic under Achievement Among Students. Indian Dissertation Abstract, 13, 1-4, 187-188.

Broussard, Sheri Coates (2004) The Relationship Between Classroom Motivation and Academic Achievement in First and third Graders. A Thesis Submitted to the Graduate faculty of the Louisiana state university.

Chaturvedi, M.(2009) School Environment, Achievement motivation and Academic Achievement. Indian Journal of Social Science Researches, 6,2,29-37.

Chaudary, V. (2004) A Comparative study on Intelligence and Academic Achievement of the Secondary School Students. Indian Psychological Review, 62,4,177-181.

De Smedt, Bert., Swiller, A., Ghesquiere, Pot, DevriendtKoenraad and Fryns, Jean-Piarre (2003) Pre-Academic and Early Academic Achievement in Children with Veloc —ardiofacial Syndrome of Borderline or Normal Intelligence in United Kingdom. Genetic Counseling,14,1,15-29.

Deary, I.J.., Strand, S., Smith, P. AND Fernandes,C. (2006) Intelligence AND Educational Achievement. Intelligence,35,1,13-21.

Devi, M.S. And kiran, K. (2002) Family Factors Associated with Scholastic Backwardness of Secondary School Children. Journal of Community Guidance and Research, 19,2,1 67-172.

Dhanya, N., & Anitha, T. A. (2013). A Study on the Achievement Motivation of High School Students in Ernakulam District of Kerala. *IOSR Journal Of Humanities And Social Science (IOSR- JHSS)*, *16*(6), 43–46.

Ghazi, Safdar R., Riasat Ali, Saqib Shahzad, Hukamdad Hukamdad (2010) parental Involvement in Children Academic Motivation. Asian. Social Science,6,4.

Ghazi, Safdar R., Gulap S., Uzma Syeda Gilani, Muhammad Nauman S., Muhammad R., (2011) Relationship Between Students¨ Self-percieved Multiple Intelligence and their Academic Achievement. International journal of academic research,3,2.

Halawah, Ibtesam (2006) The effects of motivation, Family Environment and student characteristics on academic achievement. Journal of instructional psychology.25

Hammer, B. (2003) ETS Identifies Affecting Student Achievement –Washington Update. Retrieved from internet on march 15,2010.

Izzo, C.V., Weissberg, R.P., Kaskrow,W.J. and Fendrich (1999) a longitudinal Assessment of Teacher Perceptions of Parent Involvement in Children Education and School Performance. American journal of community Psychology, 27,6,817-847.

Kaur, Jasraj (2004) Achievement Motivation of Students: SikiyaKhoj patter, 3,19-21.

Kazmi, S. Farhana, Muhammad Sajjid, Tahir Pervez (2011) Parental Style and Academic Achievement among the students. International journal of academic research, 3,2.

Koul, Lokesh(2009) Methodology of Education Research. New Delhi: Vikas Publishing Hoiuse, Pvt.Ltd.

Kumar, D. A., & Yadav, D. (2015). A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT MOTIVATION OF SENIOR SECONDARY STUDENTS. *BHARTIYAM INTERNATIONAL JOURNAL OF EDUCATION & RESEARCH*, *4*(III), 33–39.

Manjuvani, E. and Anuradha,k. (2011) Achievement Motivation of Children of Single Parent and two parent families. Journal of community guidance and research.

Conflict of Interest
The author(s) declared no conflict of interest.