Achievement Motivation in Adolescents

Abstract

The paper deals with the issue of achievement motivation in adolescents and with the research into the level of the structure of this motivation. The LMI method was used to carry out a side study of a randomly selected sample of students at secondary commercial schools, branch management. Achievement motivation is used as a concept to explain the differences in individual behaviour in various parts of life. Our investigation was focused on finding out the total and partial scores in achievement motivation, including the description of each dimension both in boys and girls.

Key words: motivation, achievement, adolescence, competence, achievement motivation dimensions

The motivation process can be considered to be one of the decisive factors in the educational process. The period we live in puts emphasis on one's independence, personality and individuality, self-sufficiency, achievement and success. The more civilised and mature a society is, the more demanding the preparation for adulthood becomes because adolescents must cope with demanding tasks, both in their self-experience as well as in their experience of relations with other people.

All people long for achievement because it is connected with success, prestige and admiration from other people. Positive acceptance from other people is also reflected in individual's self-concept and self-confidence and, in this way, it increases their ego-value. The need for positive acceptance from others, mainly from their peers, is important especially in adolescents. Adolescents start to think about their possibilities and prospects for the future and realize that with respect to their age potential failures and dissatisfaction with their current performance can be compensated in the future.