



A Review on Theoretical Foundations of Achievement Motivation, Hope, and Resilience to Predict Academic Achievement

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ABSTRACT

By combining distinct and strength-based variables like achievement motivation, hope, and resilience and analysing how these three variables interact to predict academic performance among college students; this study aims to advance the body of research on academic accomplishment. There isn't much work out there that looks at how hope, resilience, and drive for achieving goals interact to predict academic success. This research explained and provided empirical evidence for the influence of non-cognitive strengths-based elements on academic accomplishment, particularly drive for achievement. Teachers and school counsellors are in a better position to put programmes in place that may boost student motivation for accomplishment and enhance their performance.

Key words: Achievement Motivation, Hope, Resilience, Achievement

Introduction

The strength-based, non-cognitive components of accomplishment motivation, hope, and resilience have all been the subject of several theories. Four theoretically sound paradigms were used in this study: achievement motivation theory (McClelland, 1961), hope theory (Snyder, 1995), and metatheory of resilience and resiliency (Richardson, 2002). They provide a framework for analysing the resilience, hope, and accomplishment motivation of college students.

Achievement Motivation Theory

The McClelland accomplishment motivation theory is a well-known example of an achievement motivation theory. Achievement motivation is described as "the urge to do well or the striving for success, shown by tenacity and effort in the face of adversity". McClelland (1961) concentrated on three needs: a desire for power, a need for connection, and a need for success. The desires for accomplishment are defined by a strong need to create and attain difficult objectives and obtain feedback on progress and degree of success. The need for power is defined by a drive to dominate and influence others as well as having control over one's surroundings, whereas the need for affiliation is characterised by a want to belong and be liked.

The accomplishment motivation is depicted as the strength of an individual's concern with achievement rather than being inferred from his or her actual successful achievements in McClelland's conception, which provides a way to measure the urge to succeed in people. Themes based on McClelland's latent motivations, such as the drive for power, affiliation, and accomplishment, are used to examine responses. Implicit motivations, according to McClelland (1980), are generally steady, unconscious demands. The needs for success, belonging, and power are classified as implicit motives by McClelland et al. (1989) because they "drive behaviour (energise it), direct behaviour (focus attention on relevant activity), and select behaviour (produce better learning or performance)". Additionally, McClelland noted certain attitudes and actions connected to great achievers.

The study by McClelland stressed the significance of assessing an individual's desire for accomplishment and identifying the attitudes and sentiments typical of high achievers. No of their environment, those with high levels of accomplishment were shown to focus their behaviour on finding methods to succeed (Petty, 2014). Additionally, McClelland (1961) stated that accomplishment demands are acquired through time and are taught; they mould a person's experiences in life. Teachers and counsellors have a significant impact on kids' motivation. With the ability to assess accomplishment motivation, educators and counsellors in elementary, secondary, and higher education may evaluate and put into action initiatives and programmes aimed at boosting and sustaining students' success motivation.

Expectancy-Value Theory

The expectancy-value hypothesis of accomplishment motivation was put out by Wigfield and Eccles in 2000 as a means of explaining achievement motivation. The Atkinson model demonstrates how expectations and values affect performance as well as choices and tenacity. According to expectancy-value theory, the value of acts or consequences and one's impression of success affect behaviour. People's effort in completing tasks is determined by their performance expectations and the value they attach to the activities or results. According to them task ideas can change both values and expectations. Social cognitive aspects include things like self-schemas, emotional memories, individual objectives, problems in the work at hand, and abilities.

Friedman and Mandel (2010) found that academic anticipation motivation was a reliable indicator of first-year grade point average. According to Bong (2001), the degree to which students valued the information presented in the class was a significant factor in determining whether or not they enrolled in subsequent classes. According to Sciarra and Ambrosino's (2011) research, postsecondary educational progress and attainment can be predicted based on parents' expectations, teachers' expectations, and high school students' expectations, with teachers' expectations having the greatest impact. Strategies that can improve students' achievement expectations and task values can be used by educators and guidance counsellors in schools. Focusing on a student's beliefs, expectations, values, and goals can help educators and counsellors better understand and manage the success behaviours of their students (Wigfield & Wentzel, 2007).

Hope Theory

Snyder (1994) asserts that hope is a continuous process that involves how people see themselves in relation to their objectives. Hope, according to Snyder, is "the act of thinking about one's objectives, together with the drive to move toward those goals, and the methods by which those goals might be attained" (Snyder, 1995). Hope, according to the hope theory, "reflect[s] individuals' perceptions regarding their capacities to

- (1) define objectives explicitly,
- (2) devise particular tactics to achieve those goals (pathways thinking), and
- (3) begin and maintain desire to use those techniques (agency thinking)" (Snyder, et al, 2003).

Pathways and agency thinking are both crucial for continuing to pursue objectives successfully (Lopez et. al, 2009). Students may create worthwhile objectives, figure out how to get there, and discover the motivation to do so with the help of hope. According to the hope hypothesis, different objectives might have different levels of relevance, timeliness, and perceived likelihood of success. In other words, objectives might be large, lifetime undertakings or modest, everyday purposes.

Hope is linked to academic accomplishment, athletic success, physical health, psychological adjustment, and interpersonal relationships (Snyder, 2002; Lopez et al., 2009). Onwuegbuzie (1999) showed a considerable association between graduate students' hope and their social, intellectual, and creative ability. Chang said High Hope students have greater problem-solving abilities (1998). Hope predicts academic and interpersonal life happiness among college students.

Students with high hope utilise feedback from failures to better in the future. Snyder et al. (2002) found that college freshmen with higher hope scores had better GPAs, even after correcting for entrance test scores. Greater hope scores suggested a higher chance of finishing college and avoiding academic dismissal. The Hope Scale, sometimes called the Adult Trait Hope Scale, was designed and validated in 1991. The hope hypothesis determines how the scale measures hope. Snyder et al. (2003) argue that positive-thinking college freshmen are more likely to succeed academically.

Meta-theory of Resilience and Resiliency

Numerous researches have focused on resilience to uncover adversity-overcoming abilities. Literature defines resilience in many ways. According to the American Psychological Association (2010), resilience is "the process of adjusting successfully in the face of adversity and severe causes of stress". Neenan (2009) defines resilience as cognitive, behavioural, and emotional responses to acute or chronic stressors. Tugade et al. (2004) define resilience as adaptability and recovery from adversity.

Richardson (2002) proposes a three-round meta-theory of resilience and resiliency. In the first wave of resilience research, researchers looked for overcoming qualities. First-round research focused on "phenomenological descriptions of resilient people and support structures that predict social and personal success". The results included "bounce-back" and protective factors. The second phase of resilience research "was a drive to understand the method of gaining the recognised resilient attributes". Researchers wanted to know how individuals handle hardship to increase their defensive and resilient capacities. Third-wave transdisciplinary resiliency research led to the concept of resilience. People desire knowledge, self-actualization, and charity, says Richardson (2002). His motivation was inherent resilience. The metatheory of resilience and Resilience helps discover an individual's resilient features, analyse how they're gained, and determine what encourages self-actualization. Lee et al. (2013) found a relationship between self-efficacy, positive affect, and self-esteem and resilience. Realistic positivism, addressing anxiety, moral conscience, spiritual convictions, social advantages, resilient role models, physical ability, cognitive health, socio-emotional flexibility, and passion.

Conclusions

For college students to succeed academically, resilience is essential. The Resilience paradigm may be used by educators, college counsellors, and school counsellors as a complete strategy for creating treatments that will help students increase their resilience. More significantly, knowing how achievement drive, hope, and resilience affect academic performance may help school counsellors, college counsellors, teachers, and college administrators come up with plans to boost student performance and raise retention rates for college freshman. The goal of this research was to investigate the link between non-cognitive, strength-based characteristics and how they affected college freshmen's academic performance. A review of relevant literature sheds light on the present work and gives it perspective. With a goal-oriented approach to learning and academic success in college, including the formulation of specific objectives for their first year of study, hopeful thinking may be able to assist students. Students must consider numerous routes to their intended educational objectives in order to engage in hopeful thinking. Last but not least, optimistic thinking necessitates that students establish and maintain their level of enthusiasm to work toward their objectives. Gaining a deeper knowledge of hope and how it affects academic performance from a strength-based perspective enables school counsellors, college administrators, and educators to perhaps build tactics that will support students' academic success.

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