AN ANALYTICAL EXPLORATION OF THE ROLE OF PERCEIVED TEACHER SUPPORT, PEERCEIVED PEER SUPPORT IN ENHANCING ACHIEVEMENT MOTIVATION AMONG SENIOR SECONDARY STUDENTS

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I hereby declare that the work presented in the dissertation entitled:

"AN ANALYTICAL EXPLORATION OF THE ROLE OF TEACHER SUPPORT AND PEER SUPPORT IN ENHANCING ACHIEVEMENT MOTIVATION AMONG SENIOR SECONDARY STUDENTS" submitted in partial fulfillment of the requirements for the award of the Degree of / Bachelor of Psychology (Honours with Research) to MIER College of Education (Autonomous), is an authentic record of my own research work carried out under the supervision of Dr. Jasleen Kour.

I further declare that the work embodied in the present dissertation:

a) Is my original work and has not been copied from any research journal, dissertation, thesis, or book; and

b) Has not been submitted by me for the award of any other Degree/Diploma/Certificate of any University or Institution.

c) All sources of information used in this study have been duly acknowledged.

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LIST OF ABBREVIATIONS

Abbreviation	Full Form
β	Standardised Beta Coefficient
AMI	Achievement Motivation Inventory
APA	American Psychological Association
A.S.E.	Agree to Some Extent (AMI response option)
B.A. (Hons.)	Bachelor of Arts (Honours)
C.A.	Completely Agree (AMI response option)
C.D.	Completely Disagree (AMI response option)
df	Degrees of Freedom
DIP	Digital Identifier of Publication
DOI	Digital Object Identifier
Ed. / Eds.	Editor / Editors
et al.	Et alii / Et aliae (Latin: and others)
F	F-ratio (Analysis of Variance statistic)
IBM	International Business Machines Corporation
M	Mean
M.A.	Mostly Agree (AMI response option)
M.D.	Mostly Disagree (AMI response option)
MIER	Maulana Ismail Educational Research College of Education (Autonomous), Jammu
n	Frequency / Subgroup Sample Size
N	Total Sample Size
n.d.	No Date
No.	Number
p	Probability Value (Level of Statistical Significance)
pp.	Pages
PSQ	Peer Support Questionnaire
PTSS	Perceived Teacher Support Scale
r	Pearson's Product–Moment Correlation Coefficient
R²	Coefficient of Determination
SA	Strongly Agree (PSQ/PTSS response option)

SD	Standard Deviation
Sig.	Statistical Significance
SPSS	Statistical Package for the Social Sciences
Std. Error	Standard Error of the Estimate
t	t-statistic (Student's t-test)
Vol.	Volume

Abstract

The present study examined the role of perceived teacher support and peer support in enhancing achievement motivation among senior secondary students. A quantitative correlational research design was employed. The sample comprised 230 students aged 13–18 years, selected through simple random sampling from government and private schools in the Jammu district . Standardized instruments were used to assess perceived teacher support, peer support, and achievement motivation. Data were analyzed using descriptive statistics, Pearson's product–moment correlation, and linear regression analysis.

The findings indicated that perceived teacher support had a positive and statistically significant relationship with achievement motivation. All dimensions of teacher support—emotional, informational, institutional, and appraisal—also demonstrated significant positive associations with achievement motivation. In contrast, peer support showed a negative and non-significant correlation with achievement motivation. However, teacher support and peer support were positively and significantly correlated with each other. Regression analysis revealed that teacher support significantly predicted achievement motivation among senior secondary students, highlighting its critical role in shaping students' academic drive.

The study underscores the importance of supportive teacher–student relationships in fostering achievement motivation during the senior secondary stage. The findings suggest that enhancing teacher support within classroom environments may contribute to improved student motivation and academic engagement.

Keywords: teacher support, peer support, achievement motivation, senior secondary students, correlational study.

CHAPTER-I
INTRODUCTION

CHAPTER-I

INTRODUCTION

1.1 Introduction

In recent years, it has been seen that student life has become increasingly demanding and multifaceted. Students are required to manage academic responsibilities alongside social expectations and personal development. As they progress to the senior secondary stage, academic pressure increases due to examinations, performance expectations, and future-oriented decisions. Along with these academic demands, students experience emotional and psychological changes that require adjustment, making this stage particularly sensitive in shaping their educational experiences.

It has also been observed that students' academic experiences during this period are strongly influenced by the support they receive within the school environment. Interactions with teachers and peers play an important role in guiding learning, maintaining motivation, and coping with academic challenges. Supportive relationships within school can help students remain engaged, confident, and persistent in their academic efforts, especially during periods of increased pressure.

Growing interest in understanding students' academic experiences beyond mere cognitive outcomes, with particular attention to motivational, emotional, and social dimensions of learning. Scholars have increasingly emphasized that academic success is not determined solely by intellectual ability or instructional techniques, but is also shaped by students' motivation, emotional well-being, and the quality of their social interactions within the school environment (Man, 2025). As educational systems become more competitive and outcome-oriented, concerns related to academic stress, disengagement, and declining motivation among students have become more pronounced, particularly at higher levels of schooling (Man, 2025; Alyn, 2024).

Within this evolving educational landscape, student life represents a crucial developmental phase marked by increasing academic responsibilities, expanding social relationships, and important decisions related to future goals. Students are expected to balance curricular demands with extracurricular participation, peer interactions, and personal growth. This balance becomes especially challenging during the senior secondary stage, when academic pressure intensifies due to board examinations,

entrance tests, and career-related planning. Alongside these academic demands, students experience significant psychological changes involving identity formation, emotional regulation, and growing autonomy. Consequently, the senior secondary period emerges as a highly sensitive phase in which students' academic experiences are deeply influenced by the support structures available to them (Man, 2025; Alyn, 2024).

Against this backdrop, achievement motivation has emerged as a central construct in educational psychology. Achievement motivation refers to the internal drive that directs students to set goals, persist in academic tasks, overcome obstacles, and strive for standards of excellence (Murray, 1938; McClelland, 1961; American Psychiatric Association, 2018). Early theoretical perspectives viewed achievement motivation primarily as a personality-based characteristic. Murray, (1938) conceptualized the need for achievement as a desire to master challenges and demonstrate competence, while McClelland, (1961) emphasized that achievement motivation is a socially learned need shaped by environmental experiences. Over time, theoretical developments expanded this view by incorporating cognitive and emotional components, suggesting that achievement-related behaviour is influenced by expectations of success and failure, as well as the value individuals attach to outcomes (Atkinson, 1957; Weiner, 1972). More contemporary approaches further highlight the role of students' beliefs about ability and learning, proposing that motivation is shaped by mindsets related to effort, challenge, and growth (Dweck, 1999).

However, achievement motivation does not develop in isolation. Rather, it is embedded within the social and instructional context of schooling. Among the various contextual influences, teacher support and peer support have been consistently identified as key factors shaping students' academic motivation (Lee et al., 1999; Ruzek et al., 2016). Teacher support includes instructional guidance, emotional encouragement, constructive feedback, and the creation of a classroom climate where students feel respected and valued (Klem and Connell, 2004; Hughes et al., 2008). Such supportive interactions help students develop confidence in their abilities and a positive orientation toward learning. In a complementary manner, peer support involves cooperation, shared learning experiences, emotional reassurance, and a sense of belonging among classmates, all of which play a critical role in sustaining students' motivation and engagement (Ahmed et al., 2010; Wentzel et al., 2017).

Building further on the role of teacher support, empirical research has demonstrated that positive teacher–student relationships are closely associated with higher levels of engagement, persistence, and academic achievement. When students perceive their teachers as emotionally supportive and academically responsive, their basic psychological needs for competence and autonomy are fulfilled, which in turn strengthens intrinsic motivation (Ruzek et al., 2016). Longitudinal and review-based studies provide additional evidence that perceived teacher support predicts sustained motivation and adaptive learning behaviours across key educational transitions (Chouinard et al., 2017; Held & Mori. 2024; Schimmelpfennig, 2025).

Similarly, peer relationships assume increasing importance during adolescence, making peer support a vital contributor to motivational development. Research indicates that supportive peer environments foster positive motivational beliefs and academic emotions, which help students remain engaged with school tasks (Ahmed et al., 2010). By fulfilling students' need for relatedness, peer support enhances overall school motivation and encourages sustained effort toward academic goals (Ruzek et al., 2016). Recent findings further suggest that peer support influences achievement indirectly by strengthening school motivation, thereby enabling students to translate their internal drive into consistent academic performance (Kaynak et al., 2023).

The combined influence of academic expectations and social support has been clearly illustrated in earlier and contemporary research. Lee et al. (1999) demonstrated that students achieve the greatest academic gains when high academic standards are accompanied by strong social support from teachers and peers. Subsequent studies have reinforced this conclusion, showing that supportive classroom relationships can buffer academic stress, enhance emotional well-being, and promote achievement motivation among secondary school students (Hoferichter et al., 2022; Chinnari et al., 2025).

In view of the academic intensity and developmental sensitivity of the senior secondary stage, examining the role of teacher support and peer support in enhancing achievement motivation becomes particularly important. A clearer understanding of how these social support systems interact with students' motivational processes can contribute to the development of educational practices that foster both academic success and psychological well-being. Therefore, the present study aims to analytically explore the role of teacher support and peer support in enhancing achievement motivation among

senior secondary students, drawing upon established theoretical frameworks and empirical evidence.

Building upon the discussion of achievement motivation and the role of social support in academic settings, it is essential to situate these constructs within the everyday realities of students' lives. Student life, particularly at the senior secondary levels, is shaped by a continuous interaction of academic demands, social expectations, and developmental changes. Students are required to cope with structured curricula, frequent assessments, and performance pressures while simultaneously navigating peer relationships and personal aspirations. These combined demands influence not only academic outcomes but also students' emotional well-being, self-concept, and motivation to engage in learning activities (Man, 2025).

As students' progress through senior secondary education, academic responsibilities become increasingly intense. Preparation for board examinations, competitive entrance tests, and future career planning often creates a high-pressure environment. Alongside these academic challenges, students experience significant psychological changes related to identity formation, emotional regulation, and growing independence (Alyn, 2024). During this stage, students begin to evaluate their abilities more critically and form expectations about their future success. Consequently, the quality of support available within the school environment becomes particularly important in shaping students' motivation, confidence, and persistence (Alyn, 2024).

In addition to academic pressures, students' social experiences play a crucial role in shaping their overall educational journey. Peer interactions, classroom climate, and daily engagement with teachers contribute to students' sense of belonging and competence. Positive interpersonal relationships within school can foster emotional security and academic encouragement, whereas negative experiences may lead to stress, anxiety, or disengagement from studies. Thus, student life cannot be understood in isolation from the relational contexts in which learning takes place, highlighting the importance of examining student–teacher relationships more closely (Alyn, 2024).

As the school environment serves as a primary space where students negotiate both academic and social challenges, the nature of student–teacher relationships becomes a critical factor influencing students' motivation, engagement, and overall adjustment. Empirical research has consistently shown that supportive and positive student–teacher

interactions are associated with higher levels of academic engagement, improved emotional well-being, and better achievement outcomes among students (Hughes et al., 2008; Wentzel et al., 2017; Vanner et al., 2022). However, expectations and practices surrounding student–teacher relationships are not uniform and are deeply shaped by broader cultural and educational traditions, which influence how authority, support, and emotional closeness are expressed within classroom settings (Padam, 2019).

1.1.1 Eastern and Western Perspectives On Student–Teacher Relationship An Indian Context

Perspectives on the student–teacher relationship differ markedly between Eastern and Western educational traditions, shaping classroom interactions, authority structures, and emotional closeness. In Western educational contexts, the student–teacher relationship is often characterized by openness, mutual interaction, and approachability. Teachers are commonly viewed as facilitators or mentors who encourage dialogue, critical thinking, and active student participation. Research suggests that such supportive and emotionally responsive relationships are associated with higher levels of student engagement, motivation, and academic achievement (Wentzel et al., 2017; Vanner et al., 2022).

Empirical evidence from Western settings indicates that when students perceive their teachers as caring, fair, and supportive, they are more likely to demonstrate effort, persistence, and confidence in academic tasks. Positive teacher–student interactions have been linked to improved academic outcomes and adaptive learning behaviours, emphasizing the role of emotional support alongside instructional guidance (Hughes et al., 2008; Sultana et al., 2023).

In contrast, Eastern educational traditions have historically emphasized a more hierarchical student–teacher relationship. Teachers are regarded as authority figures and moral guides, while students are expected to show discipline, obedience, and respect. Learning in such contexts often prioritizes memorization, effort, and examination performance. Although this approach promotes academic rigor and perseverance, it may limit open communication and emotional exchange between teachers and students (Padam, 2019).

The Indian education system has been strongly influenced by Eastern philosophical and cultural traditions. Traditionally, teachers in India have been revered as figures of authority, and classroom practices have often been teacher-centred and examination-oriented. While this system has fostered discipline and content mastery, it has also been associated with high academic pressure and limited emotional closeness in student–teacher interactions (Padam, 2019; Bada et al., 2022).

In recent years, however, Indian education has witnessed a gradual shift toward incorporating Western pedagogical principles. Contemporary educational reforms and classroom practices increasingly emphasize learner-centred instruction, interactive teaching methods, and supportive student–teacher relationships. Teachers are encouraged to function not only as instructors but also as mentors who attend to students' emotional and motivational needs. Research conducted in secondary school contexts indicates that supportive teacher–student relationships significantly enhance students' motivation, engagement, and academic performance (Werang et al., 2022; Shahzadi et al., 2025).

This evolving integration of Eastern and Western perspectives highlights the importance of balancing structure and discipline with emotional support and responsiveness. In the Indian context, where senior secondary students often experience intense academic pressure, positive student–teacher relationships can serve as protective factors by reducing stress and fostering resilience. Studies suggest that such relationships contribute not only to academic success but also to students' psychological well-being and sense of belonging within the school environment (Lei et al., 2018; Hoferichter et al., 2022).

Thus, examining student–teacher relationships through an Eastern and Western lens provides a culturally grounded framework for understanding teacher support in Indian schools. This perspective lays the foundation for the subsequent discussion on how teacher support, in interaction with peer support, contributes to the enhancement of achievement motivation among senior secondary students.

1.1.2 Achievement Motivation

Achievement motivation is a key psychological construct that explains why students strive to succeed in academic tasks and persist despite challenges (Murray, 1938; McClelland, 1961; American Psychiatric Association, 2018). It refers to the internal drive that encourages individuals to set goals, put effort into learning activities, and work toward achieving standards of excellence (Murray, 1938; McClelland, 1961; American Psychiatric Association 2018). In educational settings, achievement motivation plays an important role in shaping students' academic engagement, effort, and performance outcomes (Covington, 2000; Lee et al., 1999).

Early psychological explanations viewed achievement motivation as a relatively stable personal characteristic. Murray (1938) described the need for achievement as a desire to overcome obstacles, demonstrate competence, and accomplish difficult tasks. He emphasized that satisfaction is often derived from the process of striving and skill development rather than from the final outcome alone. Building on this view, McClelland (1961) proposed that achievement motivation is not innate but learned through social experiences. According to his theory, individuals with high achievement motivation prefer moderately challenging tasks, take responsibility for outcomes, and seek feedback to improve their performance.

Later theoretical developments expanded the understanding of achievement motivation by incorporating cognitive and emotional factors. Atkinson (1957) suggested that achievement behaviour is influenced by both the motivation to achieve success and the motivation to avoid failure. He explained that students' task choices and persistence depend on their expectations of success and the value they attach to achievement outcomes. Similarly, Weiner (1972) emphasized the role of causal explanations in motivation. His attribution theory proposed that students' interpretations of success and failure, such as attributing outcomes to effort or ability, influence future motivation and academic behaviour.

More recent perspectives have focused on students' beliefs about learning and ability. Dweck. (1999) explained that students who believe abilities can be developed through effort tend to show higher persistence and motivation when facing challenges. Such students view mistakes as part of the learning process rather than as indicators of failure (Dweck, 1999). In contrast, students who believe abilities are fixed may avoid

challenging tasks and show lower motivation. These belief systems play a significant role in shaping achievement-related behaviour in academic contexts.

Existing studies have shown that achievement motivation is strongly influenced by the learning environment. Students' motivation is shaped by classroom climate, instructional practices, and social interactions within school (Lee et al., 1999; Covington, 2000). Supportive environments that combine high academic expectations with emotional and social support promote stronger motivation and sustained engagement among students (Lee et al., 1999; Covington, 2000).

In the context of secondary and senior secondary education, achievement motivation becomes particularly important due to increased academic demands and performance pressures. Empirical studies have found that students with higher levels of achievement motivation demonstrate greater academic engagement, persistence, and achievement outcomes (Jadav, 2023; Christi, 2024). These findings highlight that achievement motivation is not only an internal characteristic but also a dynamic process influenced by educational experiences and social support systems.

Overall, achievement motivation represents a central factor in students' academic functioning. Understanding how achievement motivation develops and operates provides a foundation for examining the role of teacher support and peer support in enhancing students' motivation and academic success, particularly during the senior secondary stage (Murray, 1938; McClelland, 1961; Lee et al., 1999; Covington, 2000).

While achievement motivation reflects students' internal drive to succeed, it does not emerge or function independently of the educational environment. Students' motivational orientations are continuously shaped by their interactions with significant figures within the school context, among whom teachers play a central role. Teachers influence not only academic instruction but also students' beliefs about their abilities, their emotional responses to success and failure, and their willingness to persist in challenging tasks (Lee et al., 1999; Hughes et al., 2008). Therefore, to gain a comprehensive understanding of achievement motivation among senior secondary students, it becomes necessary to examine teacher support as a key contextual factor influencing motivational development.

1.1.3 Teacher Support

Teacher support refers to students' perceptions of the extent to which teachers provide academic guidance, emotional encouragement, and a supportive classroom environment that facilitates learning and personal growth. In school settings, teacher support is reflected through clear instruction, constructive feedback, availability for help, and respectful interactions with students. Research in educational psychology consistently shows that when students perceive high levels of teacher support, they are more likely to feel valued, confident, and motivated to engage in academic tasks (Klem & Connell, 2004; Hughes et al., 2008).

One of the most important aspects of teacher support is its role in promoting student engagement. Klem and Connell. (2004) demonstrated that supportive teacher practices are strongly associated with students' behavioural and emotional engagement in school. Teachers who show interest in students' learning, encourage participation, and respond sensitively to students' needs help create a classroom climate that promotes sustained involvement in academic activities. Such environments enable students to invest effort in learning and persist even when faced with difficulties.

Teacher support also plays a crucial role in shaping students' motivational beliefs and academic emotions. Ruzek et al. (2016) found that teacher emotional support enhances students' motivation by fostering feelings of competence, autonomy, and relatedness. When students experience warmth, understanding, and encouragement from teachers, they are more likely to develop positive attitudes toward learning and demonstrate higher levels of intrinsic motivation. Similarly, Lei et al. (2018), in their study, reported that teacher support is positively related to students' academic emotions, such as enjoyment and interest, which further strengthen engagement and achievement.

Longitudinal research provides further evidence for the sustained impact of teacher support on student outcomes. Hughes et al. (2008) showed that supportive teacher–student relationships predict higher academic achievement and engagement over time, particularly among students who are academically vulnerable. These findings suggest that teacher support not only influences immediate classroom behaviour but also contributes to long-term motivational and academic development.

Teacher support is especially significant during educational transitions, such as the move into secondary schooling. Chouinard et al. (2017) reported that positive

relationships with teachers during this transition period are associated with higher levels of achievement motivation. Supportive teachers help students adapt to new academic demands by providing reassurance, clear expectations, and consistent feedback, thereby reducing anxiety and promoting confidence.

Recent research continues to emphasize the importance of teacher support in contemporary educational contexts. Held and Mori, (2024) found that students who perceive higher teacher support are more likely to belong to adaptive motivation profiles characterized by persistence and engagement. Similarly, Schimmelpfennig, (2025) reported that strong teacher–student relationships positively influence learning and achievement motivation among adolescents, highlighting the relevance of teacher support during secondary education.

In addition to academic and motivational outcomes, teacher support has been shown to buffer the negative effects of stress. Hoferichter et al. (2022) found that perceived support from teachers helps reduce school-related stress and exhaustion among students. This protective role is particularly important for senior secondary students, who often experience high academic pressure due to examinations and future-oriented expectations.

Studies conducted in secondary school contexts further indicate that teacher support contributes to improved academic performance. Werang et al. (2022) demonstrated that effective teaching performance and supportive teacher behaviours are positively related to students' learning motivation and achievement. Similarly, Shahzadi et al. (2025) found that teacher motivation and supportive instructional practices significantly influence student achievement at the secondary level.

Taken together, these findings indicate that teacher support is a critical contextual factor that shapes students' motivation, engagement, emotional well-being, and academic success. In the senior secondary stage, where academic demands and performance pressures are particularly high, supportive teacher–student relationships become essential for sustaining achievement motivation. Understanding teacher support in this comprehensive manner provides a strong foundation for examining how it interacts with peer support to enhance achievement motivation among senior secondary students.

While teacher support plays a crucial role in shaping students' motivation and engagement, students' academic experiences are also strongly influenced by their

interactions with peers. As students progress through adolescence, peer relationships become increasingly important within the school environment and contribute significantly to students' sense of belonging, emotional adjustment, and academic motivation. Research indicates that supportive peer interactions complement teacher support by reinforcing positive learning behaviours and sustaining motivation through shared academic and social experiences (Ahmed et al., 2010; Wentzel et al., 2017). Therefore, to fully understand the social context influencing achievement motivation among senior secondary students, it is necessary to examine peer support as another key factor alongside teacher support.

1.1.4 Peer Support

Peer support refers to the academic, emotional, and social assistance students receive from their classmates within the school environment (Ahmed et al., 2010; Wentzel et al., 2017). During adolescence, peers become a significant source of influence, shaping students' attitudes toward learning, their sense of belonging, and their motivation to engage in academic tasks. Supportive peer relationships are characterized by cooperation, mutual encouragement, shared learning experiences, and emotional reassurance, all of which contribute to positive academic adjustment (Ahmed et al., 2010; Wentzel et al., 2017).

Research has consistently shown that peer support plays an important role in enhancing students' motivation and engagement. Students who perceive higher levels of peer support tend to report stronger motivational beliefs and more positive academic emotions, which help sustain effort and interest in learning activities (Ahmed et al., 2010). Such supportive interactions foster a sense of acceptance and belonging, encouraging students to participate actively in classroom tasks and persist in the face of academic challenges (Wentzel et al., 2017).

Peer support is particularly influential during secondary and senior secondary education, when students increasingly rely on peers for feedback, comparison, and emotional validation. Wentzel et al. (2017) reported that positive peer relationships are associated with greater effort, persistence, and engagement in learning tasks. When peer groups value academic achievement and effort, students are more likely to adopt

adaptive learning behaviours and maintain motivation even under demanding academic conditions (Wentzel et al., 2017).

In addition to motivational outcomes, peer support contributes to learning through collaborative academic interactions. Students often engage in shared problem-solving, discussion of academic content, and exchange of learning strategies with their peers. Such interactions promote deeper understanding and allow students to clarify doubts in a less formal and less evaluative context (Alaei & Hosseinnezhad, 2020) and emphasized that peer-assisted learning enhances academic competence by encouraging mutual explanation and active involvement in learning (Alaei & Hosseinnezhad, 2020)

Peer support also plays a significant role in shaping students' academic self-concept and emotional well-being. Positive feedback and encouragement from classmates help students develop confidence in their abilities and reduce self-doubt (Torsheim et al., 2012). Torsheim et al. (2012) found that adolescents who experience strong peer support report higher levels of school satisfaction and psychological well-being, which are closely linked to sustained academic motivation.

Furthermore, peer relationships influence how students cope with academic stress and setbacks. During periods of examination pressure or academic difficulty, peers often provide emotional reassurance and practical support. Hoferichter et al. (2022) demonstrated that support from classmates acts as a protective factor against school-related stress and emotional exhaustion, enabling students to remain focused and engaged with their academic goals.

Empirical evidence also suggests that peer support contributes to academic achievement both directly and indirectly. Kaynak et al. (2023) reported that peer support influences achievement indirectly through its positive effect on school motivation. This finding indicates that supportive peer environments strengthen students' motivation, which subsequently translates into improved academic performance (Kaynak et al., 2023).

Peer support further interacts with other social influences within the school environment. Stefa (2018) suggested that positive peer relationships complement support received from teachers and family members, leading to better academic adjustment and sustained engagement. When students experience consistent support

across multiple social contexts, their motivation and commitment to learning are more likely to be maintained over time (Stefa, 2018; Wentzel et al., 2017).

Overall, peer support represents a vital social resource within the school environment that influences students' motivation, engagement, emotional well-being, and academic achievement. For senior secondary students facing increased academic pressure and developmental challenges, supportive peer relationships play a crucial role in sustaining achievement motivation (Ahmed et al., 2010; Wentzel et al., 2017). Examining peer support alongside teacher support provides a comprehensive understanding of the social factors that contribute to achievement motivation among senior secondary students.

1.1.5 Relationship Between Teacher Support And Peer Support

Teacher support and peer support are closely interconnected social factors within the school environment that jointly shape students' academic experiences, motivation, and emotional adjustment (Lee et al., 1999; Wentzel et al., 2017). Rather than functioning independently, these forms of support interact to create a classroom climate that influences students' engagement, effort, and achievement motivation (Lee et al., 1999). Teachers play a central role in establishing classroom norms, expectations, and interaction patterns, which directly affect the quality of peer relationships among students (Ruzek et al., 2016; Vanner et al., 2022).

Supportive teacher practices contribute significantly to the development of positive peer interactions within classrooms. When teachers demonstrate warmth, fairness, and responsiveness, they promote environments characterized by trust, respect, and emotional safety, which facilitate cooperation and mutual support among students (Ruzek et al., 2016; Hughes et al., 2008). Empirical evidence suggests that classrooms with high levels of perceived teacher support are more likely to encourage collaborative learning and prosocial peer behaviour (Stefa, 2018; Vanner et al., 2022).

At the same time, peer support reinforces and extends the effects of teacher support by sustaining motivation beyond direct teacher–student interactions. Existing studies indicate that students show higher levels of engagement, effort, and persistence when they experience consistent support from both teachers and peers (Wentzel et al., 2017; Ahmed et al., 2010). While teachers provide academic structure and guidance, peers

offer continuous encouragement, shared academic experiences, and emotional reassurance, which together strengthen students' motivation to learn (Ahmed et al., 2010; Kaynak et al., 2023).

Teacher support also indirectly influences students' motivation through its impact on peer dynamics. When teachers model respectful communication, encouragement, and inclusive behaviour, students are more likely to adopt similar behaviours in their interactions with classmates, leading to healthier peer relationships (Ruzek et al., 2016; Stefa, 2018). Studies suggest that positive peer cultures are more likely to emerge in classrooms where teacher–student relationships are supportive and emotionally responsive (Vanner et al., 2022).

The combined influence of teacher and peer support is particularly important in managing academic stress and emotional challenges. Hoferichter et al. (2022) demonstrated that support from both teachers and classmates serves as a protective factor against school-related stress and emotional exhaustion. Students who perceive consistent support from multiple sources are better able to cope with academic pressure and maintain motivation during demanding stages of schooling (Hoferichter et al., 2022; Wentzel et al., 2017).

Furthermore, existing research indicates that teacher and peer support jointly contribute to academic outcomes through motivational pathways. Kaynak et al. (2023) found that peer support enhances academic achievement indirectly by strengthening school motivation, a process that is often initiated and reinforced by supportive teaching practices. Similarly, Ahmed et al. (2010) reported that students' academic emotions and motivation are most positive when support from teachers and peers is simultaneously present.

Overall, the relationship between teacher support and peer support is reciprocal and complementary. Teacher support establishes a positive classroom climate that encourages constructive peer interactions, while peer support sustains motivation and engagement through shared academic and emotional experiences (Lee et al., 1999; Wentzel et al., 2017). Understanding this interconnected relationship is essential for explaining how social support systems within schools jointly contribute to the enhancement of achievement motivation among senior secondary students.

1.1.6 Relationship Between Teachers Support and Achievement Motivation

Teacher support has been widely recognized as a significant contextual factor influencing students' achievement motivation within educational settings. Achievement motivation, understood as students' internal drive to strive for success and persist in academic tasks, is shaped not only by personal characteristics but also by the quality of interactions students experience with their teachers (Murray, 1938; McClelland, 1961; Covington, 2000). Teachers play a central role in structuring learning environments, communicating expectations, and providing feedback, all of which contribute to the development of students' motivational orientations.

Empirical evidence indicates that supportive teacher–student relationships are positively associated with higher levels of achievement motivation. Lee et al. (1999) demonstrated that students showed greater achievement gains when high academic expectations were accompanied by strong social support from teachers. This finding suggests that teacher support enhances motivation by helping students perceive academic challenges as attainable rather than threatening. When teachers provide encouragement and guidance alongside clear academic standards, students are more likely to invest effort and persist in learning tasks.

Longitudinal research further supports the relationship between teacher support and achievement motivation. Hughes et al. (2008) found that teacher support predicted students' effortful engagement and academic achievement over time. Students who perceived their teachers as supportive demonstrated greater persistence and willingness to engage with challenging academic work, indicating that teacher support contributes to the sustained development of achievement motivation rather than producing only short-term effects.

Teacher emotional support has also been linked to motivational processes through students' basic psychological needs. Ruzek et al. (2016) reported that teacher emotional support enhances students' motivation by fostering feelings of competence, autonomy, and relatedness. When teachers show warmth, understanding, and responsiveness, students are more likely to believe in their academic abilities and maintain motivation in the face of difficulties. These findings highlight the role of teacher support in strengthening the internal motivational mechanisms underlying achievement behaviour.

Meta-analytic and review-based evidence further reinforces this relationship. Lei et al. (2018) demonstrated that teacher support is positively related to students' academic emotions, such as enjoyment and interest, which are closely associated with achievement motivation. Positive academic emotions help sustain students' engagement and persistence, thereby supporting long-term motivational development. Similarly, Botellero et al. (2023) concluded that perceived teacher support consistently predicts positive motivational and academic outcomes across secondary education contexts.

The relationship between teacher support and achievement motivation is particularly salient during secondary and senior secondary education, when academic demands and performance pressures increase. Chouinard et al. (2017) found that positive relationships with teachers during the transition to secondary school were associated with higher achievement motivation. Supportive teachers helped students adapt to new academic expectations by providing reassurance, clear feedback, and consistent guidance, thereby strengthening students' motivation to succeed.

Recent studies conducted in secondary school contexts further confirm the motivational significance of teacher support. Held and Mori (2024) reported that students who perceived higher levels of teacher support were more likely to belong to adaptive motivation profiles characterized by persistence and engagement. Similarly, Schimmelpfennig (2025) found that strong teacher–student relationships positively influenced achievement motivation among adolescents, emphasizing the continuing relevance of teacher support during later stages of schooling.

Overall, existing literature clearly indicates that teacher support plays a crucial role in enhancing achievement motivation among students. Through instructional guidance, emotional encouragement, and the creation of supportive classroom climates, teachers influence students' beliefs about their abilities, their responses to academic challenges, and their willingness to persist in learning tasks (Lee et al., 1999; Hughes et al., 2008; Ruzek et al., 2016). Understanding this relationship provides a strong foundation for examining how teacher support interacts with other social factors, such as peer support, in shaping achievement motivation among senior secondary students.

1.1.7 Relationship Between Peer Support and Achievement Motivation

Peer support is a significant social factor that contributes to the development and maintenance of achievement motivation among students. Achievement motivation, although rooted in individual goals and aspirations, develops within a social context where interactions with peers influence students' beliefs about their abilities, emotional experiences, and willingness to persist in academic tasks (Covington, 2000; Ahmed et al., 2010). During adolescence, peers become increasingly influential, making peer support particularly relevant for understanding motivational processes among secondary and senior secondary students (Wentzel et al., 2017).

Empirical evidence indicates that supportive peer relationships are positively associated with higher levels of achievement motivation. Ahmed et al. (2010) found that students who perceived greater peer support reported stronger motivational beliefs and more positive academic emotions, such as interest and enjoyment. These motivational beliefs and emotions mediated the relationship between peer support and academic achievement, suggesting that peer support enhances achievement motivation by shaping how students think and feel about learning tasks (Ahmed et al., 2010).

Peer support also contributes to achievement motivation by fostering a sense of belonging and acceptance within the school environment. Students who feel accepted by their peers are more likely to participate actively in academic activities and persist when faced with academic difficulties (Wentzel et al., 2017). Positive peer norms that value effort and achievement further encourage students to adopt adaptive learning behaviours and maintain motivation under demanding academic conditions (Wentzel et al., 2017; Stefa, 2018).

Research further suggests that peer support influences achievement motivation indirectly through school motivation. Kaynak et al. (2023) demonstrated that peer support enhances academic achievement through its positive effect on school motivation. This finding highlights that peer support strengthens achievement motivation, which subsequently enables students to translate effort and persistence into improved academic outcomes (Kaynak et al., 2023).

Peer support is also closely linked to students' emotional well-being, which plays an important role in sustaining achievement motivation. Torsheim et al. (2012) reported that adolescents who experience strong peer support show higher levels of school

satisfaction and psychological well-being. Positive emotional adjustment helps students approach academic challenges with confidence and resilience, thereby supporting continued motivation to achieve (Torsheim et al., 2012).

In addition, peer support plays a protective role in maintaining achievement motivation during periods of academic stress. Hoferichter et al. (2022) found that support from classmates reduces school-related stress and emotional exhaustion. By buffering the negative effects of academic pressure, peer support allows students to remain engaged with learning tasks and sustain their motivation during demanding phases of schooling (Hoferichter et al., 2022).

Evidence from secondary and senior secondary contexts further confirms the motivational significance of peer support. Studies conducted among higher secondary students indicate that encouragement, cooperation, and shared academic efforts among peers are positively associated with achievement motivation and academic adjustment (Chinnari et al., 2025). These findings suggest that peer support strengthens students' motivation by reinforcing effort, persistence, and positive attitudes toward learning (Chinnari et al., 2025; Stefa, 2018).

Overall, existing literature clearly indicates that peer support is a vital social resource that enhances achievement motivation through emotional, cognitive, and behavioural pathways. By fostering positive academic emotions, strengthening motivational beliefs, fulfilling the need for relatedness, and supporting persistence in learning tasks, peer support plays a crucial role in sustaining achievement motivation among senior secondary students (Ahmed et al., 2010; Wentzel et al., 2017; Kaynak et al., 2023).

1.2 Need and Significance of the study

The current study investigates the intricate relationship between perceived teacher support, student support, and achievement motives among senior secondary students. Given the demanding nature of this academic period, which is characterized by high academic pressure and critical decisions about future paths, understanding these factors is crucial for enhancing the overall engagement, motivation, and positive development of students. Senior secondary students often face significant levels of academic stress and anxiety. Examining the role of teacher support can provide insights into how

pedagogical relationships and a positive classroom climate influence their motivation. The current study aims to explore the impact of supportive, accessible, and caring teachers on a student's drive to succeed. Similarly, student (peer) support, which encompasses collaboration, social acceptance, and encouragement, is vital for individuals navigating the challenging social and academic landscape of senior secondary school. The study will investigate how students' relationships with their peers relate to their specific achievement motives, such as the desire to approach success or the fear of failure. Students' achievement motives are the underlying psychological drivers that influence their academic striving, and this study aims to identify the specific contributions of both teacher and peer support to these motivational patterns. Understanding the dynamics between this support network and achievement motives can have practical implications for schools. The current study findings could inform the development of interventions and pedagogical strategies aimed at enhancing supportive teacher-student relationships and fostering positive peer networks, potentially leading to improved academic motivation, greater resilience, and better educational outcomes for students during this critical stage.

1.3 Statement of the Problem

The present study seeks to examine the relationship between perceived teacher support and perceived student (peer) support in enhancing achievement motivation among senior secondary students. The study is conducted among students aged 13 to 18 years, including both male and female participants, drawn from private and public schools of the Jammu district. By focusing on this developmental stage, the study aims to understand how support systems within the school environment contribute to students' motivation to achieve academic success.

1.4 Operational Definition of The Study

1.4.1 Teacher Support.

Teacher support refers to the extent to which students perceive their teachers as providing academic guidance, emotional encouragement, constructive feedback, and a supportive classroom environment. In the present study, teacher support is understood

in terms of students' perceived experiences of these supportive behaviours within the school setting.

1.4.2 Peer Support (Student Support).

Peer support refers to the degree of academic, emotional, and social assistance that students receive from their classmates. In this study, it reflects students' perceptions of cooperation, encouragement, and mutual support among peers within the classroom environment.

1.4.3 Achievement Motivation.

Achievement motivation refers to the internal drive of students to accomplish academic tasks, strive for success, and persist in the face of challenges. In the present study, it is understood as the level of students' goal-directed effort and desire to achieve academic excellence.

1.5 Objectives of The Study

The objectives of this research project summarise what is to be achieved by the study in view of the available literature and the importance of the topic the following objectives have been set.

1. To examine the relationship between perceived teacher support, perceived student support and achievement motive among senior secondary students.
2. To examine the effect of perceived student support on achievement motive among senior secondary students.
3. To examine the effect of perceived teacher support on achievement motive among senior secondary students.

1.6 Hypotheses of The Study

1. **H_1:** There is a positive relationship between teacher support, student support and achievement motives among senior secondary student.
2. **H_2:** There will be a significant effect of perceived peer support on achievement motive among senior secondary students.

3. **H_3:** There will be a significant effect perceived teacher support on achievement motive among senior secondary students.

1.7 Delimitations of the study

- Students studying below the senior secondary level
- Students above 18 years of age
- Students not enrolled in schools of the Jammu district
- Students studying through distance or open schooling systems
- Students diagnosed with any major psychological disorder or serious medical illness that may affect academic functioning

CHAPTER-II

REVIEW OF LITERATURE

CHAPTER-II

REVIEW OF LITERATURE

2.1 Introduction

Understanding the elements that influence students' academic motivation and success has received more attention in recent years, especially within the context of educational psychology. Among these, the existence of positive interpersonal interactions in the classroom has been found to have a significant impact on students' motivation, emotional, and cognitive growth. In order to improve students' engagement, sense of belonging, and academic perseverance, teacher and student support are essential elements of a positive learning environment. On the other hand, achievement motives are the inner motivation that propels students to succeed and perform well on assignments. Since supportive learning environments not only increase students' motivation for achievement but also promote their emotional health and sense of self-efficacy, there has been an increasing amount of research focused on the relationship between these variables.

The chapter examines pertinent theoretical and empirical research on achievement motives, student support, and teacher support. It draws attention to the ways in which these factors interact to influence students' academic performance and motivational style. Along with highlighting the research gap regarding the combined impact of teacher and peer support on senior secondary students' achievement motives, the review also concentrates on earlier findings that demonstrated links between social support and achievement-related behaviours.

2.1.1 Studies related to Teacher support, peer support and achievement motivation

Lee et al. (1999) examined the combined influence of social support and school academic press on reading and mathematics achievement among sixth- and eighth-grade students in Chicago. The sample included students drawn from multiple schools, and hierarchical linear modeling was used while controlling for background factors. The findings showed that both social support and academic press independently predicted higher one-year achievement gains. The highest gains occurred when strong

social support coexisted with high academic expectations. Students exposed to only one condition showed lower achievement gains. The study highlighted the importance of balancing academic rigor with support in schools. However, the study focused on academic achievement rather than achievement motivation. The present study examines achievement motivation in relation to teacher and peer support among senior secondary students.

Covington (2000) presented an integrative theoretical review examining achievement motivation through goal theory and self-worth theory in educational settings. The review synthesized findings from prior empirical studies rather than using a direct sample. It analyzed how learning goals and performance goals influence engagement, effort, and responses to failure. Findings indicated that learning goals promote deeper processing and adaptive coping, while performance-avoidance goals are linked to maladaptive strategies. The review also emphasized the role of prosocial goals such as cooperation and peer acceptance. Teachers were identified as key influences on classroom goal structures. However, the review did not empirically examine social support variables. The present study empirically examines teacher and peer support in relation to achievement motivation.

Klem and Connell (2004) examined the relationship between perceived teacher support, student engagement, and school performance using the Self-System Process Model. The sample consisted of elementary and middle school students. Teacher support was defined in terms of involvement, autonomy support, and structure. The findings showed that higher teacher support predicted greater behavioural and emotional engagement. Increased engagement was associated with better academic performance and attendance. Low teacher support predicted reduced engagement and poorer outcomes. However, the study emphasized engagement and performance rather than achievement motivation. The present study examines achievement motivation among senior secondary students.

Hughes et al. (2006) examined how individual and classroom-level teacher support predicted peer acceptance, classroom engagement, and school belonging among low-achieving first-grade students. The sample consisted of early elementary students identified as academically low achieving. Using hierarchical linear modeling, the study found that both individual and normative teacher support significantly predicted peer

acceptance and teacher-rated engagement. Students in supportive classrooms were more engaged and better accepted by peers. Teacher support did not significantly predict students' self-reported school belonging. The study highlighted the value of a supportive classroom climate. However, the study focused on early childhood and social outcomes rather than achievement motivation. The present study examines achievement motivation in relation to teacher and peer support among senior secondary students.

Hughes et al. (2008) conducted a three-year longitudinal study examining the relationships among teacher–student relationship quality, effortful engagement, and academic achievement. The sample included academically at-risk elementary students followed from Grade 1. The findings showed that teacher–student relationship quality predicted later reading and mathematics achievement through effortful engagement. Engagement fully mediated the relationship between teacher support and achievement. Reciprocal effects between engagement and achievement were also observed. The study demonstrated the long-term influence of supportive teacher relationships. However, the study focused on achievement and engagement rather than achievement motivation. The present study examines achievement motivation and includes senior secondary students.

Ahmed et al. (2010) examined whether motivational beliefs and academic emotions mediated the relationship between perceived social support and mathematics achievement. The sample consisted of Grade 7 students. Using mediation analysis, the study found that support from teachers, peers, and parents influenced achievement through competence beliefs, interest, enjoyment, and anxiety. Teacher support enhanced positive emotions and reduced anxiety, while peer support strengthened competence and interest. Motivational beliefs and emotions jointly mediated achievement outcomes. The findings highlighted motivational pathways linking support to achievement. However, the study focused on subject-specific achievement rather than achievement motivation as a broader construct. The present study examines achievement motivation in relation to teacher and peer support.

Torsheim et al. (2012) examined the cross-national validity of the Teacher and Classmate Support scale among Grade 8 and 10 students across seven countries. The sample included adolescents from multiple cultural contexts. The findings supported

the two-factor structure of teacher and classmate support and demonstrated acceptable cross-cultural measurement invariance. Both forms of support were positively associated with school satisfaction across countries. Teacher support showed a stronger association with school satisfaction than classmate support. The study established the scale's predictive validity. However, the study focused on measurement and school satisfaction rather than achievement motivation. The present study examines how teacher and peer support relate to achievement motivation among senior secondary students.

Burke and Sass (2013) investigated the relationship between peer support and academic achievement using a multilevel analytical approach. The study analyzed achievement data by distinguishing between individual-level and classroom-level peer support effects. The findings showed that peer support significantly influenced academic achievement only at the class level, not at the individual level. This indicated that shared classroom peer environments play a more important role than individual perceptions of support. The study emphasized the collective nature of peer influence on achievement. However, the study focused on academic achievement rather than achievement motivation. The present study examines achievement motivation and explores peer support as an influencing factor among senior secondary students.

Smith (2015) critically examined existing methods of measuring achievement motivation and introduced the Contextual Achievement Motivation Survey as an alternative assessment tool. The study was conceptual in nature and was grounded in McClelland's theory of achievement motivation. The findings emphasized that achievement motivation varies across different life domains such as school, work, and community. The study highlighted the importance of assessing achievement-related thoughts and behaviours within specific contexts. It argued that contextual measurement provides a more accurate understanding of motivation. However, the study focused on measurement development rather than motivational outcomes. The present study examines achievement motivation in relation to teacher and peer support within the school context.

Ruzek et al. (2016) examined how teacher emotional support influenced changes in mastery motivation and behavioural engagement among middle and high school students. Using multilevel mediation analysis, the study found that early teacher

emotional support predicted increases in motivation and engagement over the academic year. These effects were mediated by students' perceived peer relatedness and perceived autonomy support. Academic competence did not emerge as a significant mediator. The findings highlighted the indirect pathways through which teacher support operates. However, the study focused on mediation mechanisms rather than achievement motivation as a primary outcome. The present study directly examines achievement motivation in relation to teacher and peer support.

Chouinard et al. (2017) examined changes in teacher–student relationships and achievement motivation during the transition from elementary to secondary school. The sample included students followed from Grade 6 to Secondary 1. The findings showed a general decline in motivation and teacher–student relationship quality after the transition. Students who experienced improved relationships with teachers showed smaller declines in motivation and lower increases in work avoidance. The study highlighted the protective role of positive teacher–student relationships. However, the study focused on transition-related changes rather than senior secondary students. The present study examines achievement motivation among senior secondary students in relation to teacher and peer support.

Wentzel et al. (2017) conducted a multilevel study to examine the relationship between teacher support, peer support, and student motivation and effort. The study included students from classroom settings and analyzed associations at both classroom and individual levels. Findings showed that teacher support played a significant role in fostering overall student motivation and engagement. At the individual level, peer support was positively related to students' learning effort. The results indicated that emotional support from both teachers and peers enhances students' willingness to invest effort in learning. The study emphasized the complementary roles of teachers and peers in motivation. However, the study focused on motivation and effort rather than achievement motivation as a distinct construct. The present study examines achievement motivation in relation to teacher and peer support among senior secondary students.

Stefa (2018) explored how teacher–student and peer relationships influence learning, motivation, and academic performance across different school grade levels. The study focused on school-aged children and compared environments with high and low levels

of social support. Findings indicated that supportive teacher–student relationships were associated with better academic outcomes, positive behaviour, and long-term development. Peer support was also found to enhance motivation, persistence, and achievement, particularly during adolescence. Students experiencing low support showed poorer outcomes and more behavioural difficulties. The study highlighted the combined impact of teacher and peer support. However, the study discussed broad academic outcomes rather than focusing specifically on achievement motivation. The present study focuses on achievement motivation and examines teacher and peer support among senior secondary students.

Lei et al. (2018) conducted a meta-analysis to examine the relationship between teacher support and students' academic emotions. The analysis included 65 studies with a combined sample of 58,368 students across different countries and educational levels. The findings showed that teacher support was positively related to positive academic emotions such as enjoyment, interest, and hope. Teacher support was also negatively related to negative emotions such as anxiety, boredom, and hopelessness. Cultural and age differences influenced the strength of these relationships. The study highlighted the emotional benefits of supportive teacher behaviour. However, the study focused on academic emotions rather than achievement motivation. The present study examines achievement motivation in relation to teacher and peer support.

Atchia and Chinapah (2019) examined factors influencing academic achievement among secondary school students in Mauritius using a mixed-methods approach. The study included secondary school students and used focus groups and regression analysis. Findings showed that school leadership, student factors, and teacher-related factors significantly predicted academic achievement. Teacher-related factors such as teacher quality, interaction, motivation support, and feedback contributed positively to achievement outcomes. Socioeconomic factors showed a comparatively smaller influence. The study emphasized the role of teacher-related support in academic performance. However, the study focused on achievement outcomes rather than achievement motivation. The present study examines achievement motivation and analyzes the role of teacher and peer support among senior secondary students.

Kausar et al. (2020) examined the relationship between perceived parental involvement, teacher–child interaction, and achievement motivation among ninth- and tenth-grade

students. The sample included 328 students from government and private schools in Gujrat, Pakistan. Using standardized scales, the study found strong positive relationships between parental involvement, teacher–child interaction, and achievement motivation. Students reporting higher teacher–child interaction showed higher motivation levels. Teacher–child interaction also moderated the relationship between parental involvement and achievement motivation. Female and private-school students scored higher on all variables. However, the study focused on parental involvement and did not examine peer support. The present study examines teacher support and peer support in relation to achievement motivation among senior secondary students.

Hoferichter and Raufelder (2022) investigated the relationship between teacher support and student stress using a longitudinal design. The sample consisted of school students followed over one academic year. The study focused on academic exhaustion as an indicator of school-related stress. Findings showed that higher perceived teacher support reduced the development of academic exhaustion over time. Teacher support acted as a protective factor against stress and burnout. The study highlighted the emotional benefits of supportive teacher–student relationships. However, the study examined stress outcomes rather than achievement motivation. The present study focuses on achievement motivation in relation to teacher and peer support.

Bada et al. (2022) examined the relationship between teacher motivation, teacher attitudes, and students' academic achievement in senior secondary schools in Nigeria. The sample included 191 teachers from 26 schools. Using a correlational design, the study found significant positive relationships between teacher motivation, teacher attitudes, and student achievement. Teacher-related factors explained a meaningful proportion of variance in academic performance. Motivated teachers with positive attitudes had students with higher achievement. The study emphasized the role of supportive working conditions for teachers. However, the study focused on academic achievement rather than achievement motivation. The present study examines achievement motivation and the role of teacher and peer support.

Werang et al. (2022) examined the relationship between teacher teaching performance, student learning motivation, and academic achievement among junior high school students in Indonesia. The sample consisted of 345 students from state schools. Using

regression analysis, the study found that teacher teaching performance positively influenced academic achievement. Student learning motivation was also significantly related to achievement outcomes. Effective teaching practices were associated with better student engagement and performance. The findings emphasized the importance of teacher influence on motivation and learning. However, the study focused on junior high students and achievement outcomes. The present study examines achievement motivation among senior secondary students in relation to teacher and peer support.

Jadav (2023) examined achievement motivation among higher secondary school students in India with reference to gender and residential area. The sample consisted of 120 students assessed using the Achievement Motivation Inventory. The findings showed that male students had significantly higher achievement motivation than female students. No significant difference was found between students from urban and rural areas. The study also reported no interaction effect between gender and residence on achievement motivation. The findings highlighted gender-based differences in motivation. However, the study focused on demographic differences and did not examine social support factors. The present study examines achievement motivation in relation to teacher and peer support among senior secondary students.

Kaynak et al. (2023) investigated the mediating role of school motivation in the relationship between perceived peer support and academic achievement among middle-grade students in Turkey. The sample included middle school students, and structural equation modeling was used for analysis. The findings showed that peer support positively influenced achievement both directly and indirectly. School motivation fully mediated the relationship between peer support and achievement. Gender did not moderate the relationship between peer support and motivation, though motivation predicted achievement more strongly for girls. The study highlighted motivational pathways linking peer support and achievement. However, the study focused on achievement outcomes rather than achievement motivation. The present study examines achievement motivation and the role of peer and teacher support.

Radil et al. (2023) explored teachers' authentic strategies for motivating students using an open-ended survey and thematic analysis. The sample included practicing teachers who described classroom motivational practices. The findings identified nine major motivational strategies, including relationships, relevance, effort, and self-regulated

learning. Most strategies aligned with established motivation design principles. Teachers' emphasis on relationships highlighted the importance of supportive classroom interactions. The use of rewards emerged as a point of divergence from research-based recommendations. However, the study focused on teacher practices rather than student achievement motivation. The present study examines achievement motivation from the student perspective in relation to teacher and peer support.

Sultana et al. (2023) examined the relationship between teacher–student interaction, student motivation, and academic achievement at the secondary school level. The sample included 217 students and 20 teachers from two schools with differing academic performance levels. The findings showed a positive relationship between teacher–student interaction and student motivation. Supportive teacher behavior was also associated with higher academic achievement. Students reported greater engagement when teachers created respectful and safe classroom environments. The study highlighted the role of teacher relationships in learning outcomes. However, the study emphasized achievement and motivation outcomes separately. The present study focuses specifically on achievement motivation and examines teacher and peer support among senior secondary students.

Christi (2024) examined achievement motivation among secondary school students (Standard 9) in Ahmedabad with reference to gender and residential area. The sample consisted of 247 students assessed using a self-constructed Achievement Motivation Scale. The findings showed that boys had significantly higher achievement motivation than girls. Students from urban areas also demonstrated significantly higher motivation compared to rural students. The study highlighted demographic differences in achievement motivation among secondary students. The results provided insight into motivational variations across groups. However, the study did not examine contextual factors influencing motivation. The present study examines achievement motivation in relation to teacher support and peer support among senior secondary students.

Held and Mori (2024) investigated changes in student motivation profiles from Grades 7 to 9 and the role of perceived teacher support in these changes. The sample included 605 students from Switzerland, and latent transition analysis was used. The findings identified stable motivation profiles over time, with teacher support predicting transitions to more adaptive profiles. Autonomy support, learning support, and

instructional design were especially influential. Lower perceived support predicted shifts toward less adaptive motivation profiles. The study emphasized the role of teacher support in motivational development. However, the study focused on motivation profiles rather than achievement motivation. The present study directly examines achievement motivation in relation to teacher and peer support.

Chinnari et al. (2025) examined the relationship between social support systems and achievement motivation among higher secondary students in Hyderabad. The sample included 240 students, and correlational analysis was used. The findings showed a strong positive relationship between overall social support and achievement motivation. Teacher support and peer support demonstrated highly significant positive correlations with achievement motivation. Family support was also positively related, while online support showed a negative relationship. The study highlighted the importance of supportive social networks. However, the study examined social support broadly without isolating school-based dynamics. The present study focuses specifically on teacher support and peer support within the school context.

Prananto et al. (2025) conducted a systematic review of studies examining the relationship between perceived teacher support and student engagement in higher education. The review included 13 cross-sectional quantitative studies published between 2014 and 2024. The findings consistently showed a positive association between teacher support and student engagement. Psychological need satisfaction and motivation frequently mediated this relationship. The review emphasized the importance of teacher support in fostering engagement. The study focused primarily on higher education contexts. However, the review addressed engagement rather than achievement motivation. The present study examines achievement motivation among senior secondary students in relation to teacher and peer support.

Shao et al. (2025) examined the relationship between teacher support and learning engagement among secondary school students in China. The study included a sample of 665 students and employed structural equation modeling. The findings showed that both academic and emotional teacher support were positively related to behavioral, emotional, and cognitive engagement. Academic self-efficacy and psychological resilience partially mediated this relationship, both independently and sequentially. Positive academic emotion further moderated the association between self-efficacy and

resilience. The study highlighted complex psychological pathways linking teacher support to engagement. However, the study focused on learning engagement rather than achievement motivation. The present study examines achievement motivation in relation to teacher and peer support among senior secondary students.

Schimmelpfennig (2025) investigated changes in learning and achievement motivation among German secondary school students from Grade 8 to Grade 9. The sample consisted of high-tracking secondary school students, and latent change modeling was used. The findings indicated a decrease in perseverance and effort, but an increase in achievement drive over time. Higher perceived teacher–student relationships and teacher motivational support were associated with higher initial motivation levels. However, these teacher-related factors did not significantly predict changes in motivation over time. Academic grades were stronger predictors of motivational change. The study did not examine peer support or contextual school support jointly. The present study addresses achievement motivation by examining both teacher support and peer support together.

Shahzadi et al. (2025) examined the relationship between teacher motivation, job performance, and student achievement at the secondary school level in Pakistan. The study included a sample of 300 secondary school teachers from public and private schools. Data were collected using a Likert-scale questionnaire and analyzed through correlation and descriptive statistics. The findings showed a strong positive relationship between teacher motivation and job performance. Motivated teachers demonstrated better classroom practices, which were associated with higher student academic achievement. Private school teachers reported higher motivation and performance than public school teachers. However, the study focused on teacher-level variables rather than students' motivational processes. The present study focuses on students' achievement motivation in relation to perceived teacher and peer support.

Based on the review of literature, it can be concluded that achievement motivation among students is closely linked to the social support systems present within the school environment. The literature suggests that both teacher support and student (peer) support play a significant role in shaping students' motivation, engagement, and persistence in academic activities. Supportive teacher behaviours such as guidance, feedback, and emotional encouragement, along with positive peer interactions

involving cooperation, acceptance, and encouragement, have been shown to enhance students' confidence, interest in learning, and effort toward academic goals. Moreover, several studies have highlighted that peer support influences achievement.

CHAPTER-III

RESEARCH METHODOLOGY

CHAPTER-III

RESEARCH METHODOLOGY

3.1 Introduction

The study focused on understanding achievement motivation among senior secondary students and the role played by social support within the school environment. Specifically, the study examined teacher support and student (peer) support as important contextual factors that influenced students' motivation to engage in academic tasks, persist in the face of challenges, and strive for academic success. Achievement motivation is considered a crucial factor during the senior secondary stage, as students experienced increased academic pressure related to examinations and future educational goals.

The study adopted a correlational research design to examine the relationships between teacher support, student support, and achievement motivation. Standardized tools are used to measure students' perceptions of teacher support, student support, and their level of achievement motivation. The sample consists of senior secondary students drawn from selected schools, providing insights into motivational processes at this critical stage of schooling.

By analyzing the relationships among these variables, the study aims to contribute to a clearer understanding of how supportive interactions with teachers and peers can enhance achievement motivation. The findings are expected to have implications for educators, school administrators, and policymakers by highlighting the importance of fostering supportive classroom and peer environments to promote students' motivation, engagement, and academic success.

3.2 Design of the Study

The study employed a quantitative research approach with a correlational research design. This design was considered appropriate as it facilitates the examination of relationships among variables without manipulating them. It also enables the assessment of the predictive role of teacher support and peer support on achievement motivation.

3.2.1 Method of The Study

The study adopted a quantitative research approach to examine the relationships among the variables. A correlational research design was used to assess the nature and strength of the relationship between teacher support, student support, and achievement motivation among senior secondary students. In addition, regression analysis was employed to examine the predictive effect of teacher support and student support on achievement motivation. This approach allowed for systematic measurement and statistical analysis of the variables, thereby providing objective and empirical evidence regarding their interrelationships.

3.2.2 Variables of The Study

The study included two independent variables, teacher support and peer support, and one dependent variable, achievement motivation. Teacher support refers to students' perception of the academic and emotional support provided by their teachers, while peer support refers to the assistance and encouragement received from classmates. Achievement motivation, as the dependent variable, refers to students' internal drive to achieve academic success and persist in goal-directed tasks. The study examined the relationship between these variables and the predictive influence of teacher support and peer support on achievement motivation.

3.2.3 Population of the Study (PAST)

The population of the study comprised senior secondary students studying in different schools of the Jammu district. The students fell within the age group of 13 to 18 years and included both male and female students. The population was drawn from both private and public schools, representing diverse educational settings and backgrounds. This population was selected because senior secondary students experienced increased academic demands and developmental changes, making them appropriate for examining the role of teacher support and student support in relation to achievement motivation.

3.2.4 Sample of the Study PAST

The participant sample for this investigation composed of 230 students, randomly selected from a diverse range of public and private senior secondary schools throughout the Jammu district. The selection criteria specifically targeted both male and female adolescents within the 13 to 18-year age group, as this demographic represents the senior secondary student population. Simple Random Sampling technique was employed.

3.2.5 Data Collection

Data was collected using standardized self-report measures administered to the participants in a classroom setting. Prior permission was obtained from the respective school authorities. The purpose of the study was explained to the participants, and informed consent was obtained. Participants were assured of confidentiality and anonymity. They were instructed to respond honestly to all items, and sufficient time was provided to complete the instruments.

3.3 Tools Employed and Its Description

3.3.1 The Development And Validation Of Peer Support Questionnaire

The Peer Support Questionnaire, developed and validated by Alaei and Hosseinnezhad (2020), is designed to assess the level of perceived peer support among individuals. The questionnaire consisted of 22 items, each rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Higher scores on the scale indicated a greater perception of peer support. The tool demonstrated good reliability and validity, making it suitable for use in educational and psychological research contexts.

3.3.2 Achievement Motivation Inventory

The Achievement Motivation Inventory, developed by Muthee and Thomas (2009), consisted of 32 statements designed to measure an individual's level of achievement motivation. Each statement was rated on a five-point Likert scale ranging from Completely Agree (C.A.), Mostly Agree (M.A.), Agree to Some Extent (A.S.E.), Mostly Disagree (M.D.), to Completely Disagree (C.D.). The scale included both

positively and negatively worded items, and higher scores indicated higher achievement motivation.

3.3.3 Perceived Teacher Support Scale (PTSS)

The Perceived Teacher Support Scale (PTSS), developed by Wu et al. (2024), was used to measure students' perceptions of the support they received from their teachers. The scale consisted of 25 items divided into four dimensions: Instrumental Support, Emotional Support, Informational Support, and Appraisal Support. Each item was rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Higher scores on the scale indicated a greater level of perceived teacher support.

3.4 Administration of the Tools

The tools were administered collectively to the participants in their respective classrooms under standardized conditions. Clear instructions were provided prior to administration. Participants were encouraged to respond independently and honestly. The researcher ensured a conducive environment for responding and addressed any queries raised by the participants during the administration process.

3.5 Statistical Analysis

A quantitative correlational research design was employed in the study to examine the relationship among teacher support, student support, and achievement motivation. Descriptive statistics was used to calculate the mean and standard deviation for each variable. The Pearson product-moment correlation coefficient (r) was applied to assess the strength and direction of the relationships among the variables. In addition, linear regression analysis was conducted to determine the predictive effect of teacher support and student support on achievement motivation. All statistical analyses was carried out using IBM SPSS Statistics (Statistical Package for the Social Sciences).

\CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The present study was conducted to explore the relationship between perceived teacher support, peer support, and achievement motivation among senior secondary students. The independent variables of the study were teacher support and peer support, while achievement motivation served as the dependent variable. The age range of the participants was 13 to 18 years, specifically focusing on the senior secondary group of school students.

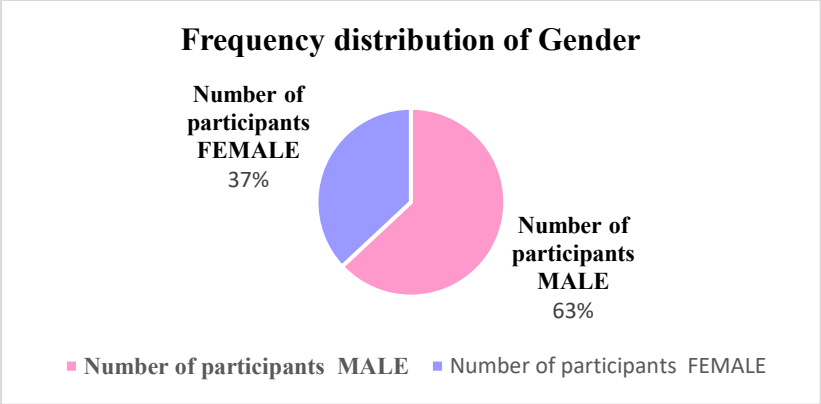
The study consisted of a sample of 230 senior secondary students drawn from various government and private schools in the Jammu region. The participants included both male and female students to ensure representation of both genders in the study. Statistical analyses were conducted using appropriate quantitative methods. Pearson's product–moment correlation coefficient (Pearson's r) was employed to examine the relationship among perceived teacher support, peer support, and achievement motivation. Further, linear regression analysis was performed to determine the predictive role of perceived teacher support and peer support on achievement motivation among senior secondary students.

4.2 Result and Findings

Table 4.1 Frequency Distribution of Gender

No table of figures entries found.		(Percentage)
Male	145	63%
Female	85	37%
Total	230	100%

Figure 4.1 Frequency distribution of Gender

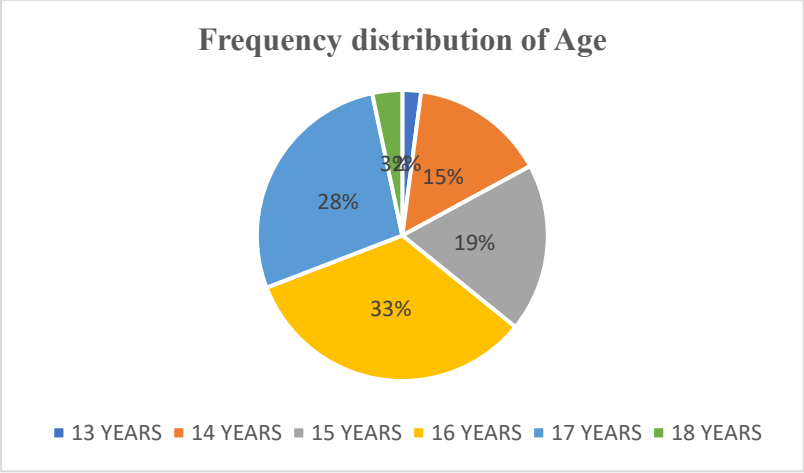


The sample comprised of 230 participants of whom 145 (63%) were male and 85 (37%) were female as shown in (Figure 4.1).

Table 4.2 Frequency Distribution of Age

Age Representation (13-18 Years)		(Percentage)
13 Years	5	3%
14 Years	36	16%
15 Years	45	19%
16 Years	80	33%
17 Years	66	28%
18 Years	8	3%

Figure 4.2 Frequency Distribution of Age

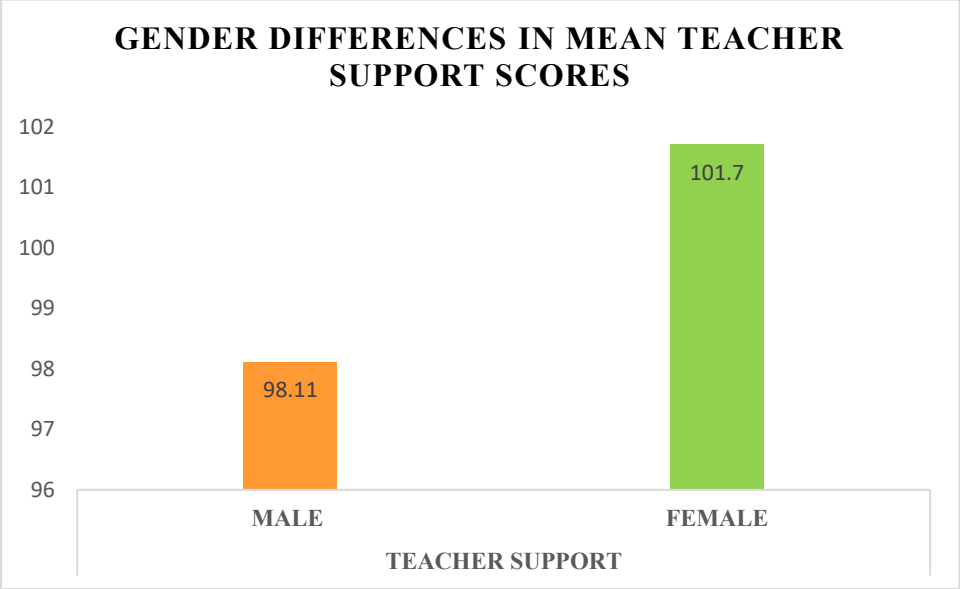


The age distribution of sample ranged from 13 to 18 years. The majority of participants were 16 years old (n=80,33%), followed by 17 years (n=66,28%) and 15 years (n=45,19%), participants aged 14 years Contributed (n = 36, 16%) whereas 13 years (n=5, 3%) 18 years (n= 8,3%) as shown in (Figure 4.2)

Table 4.3 Mean scores of study variables by gender

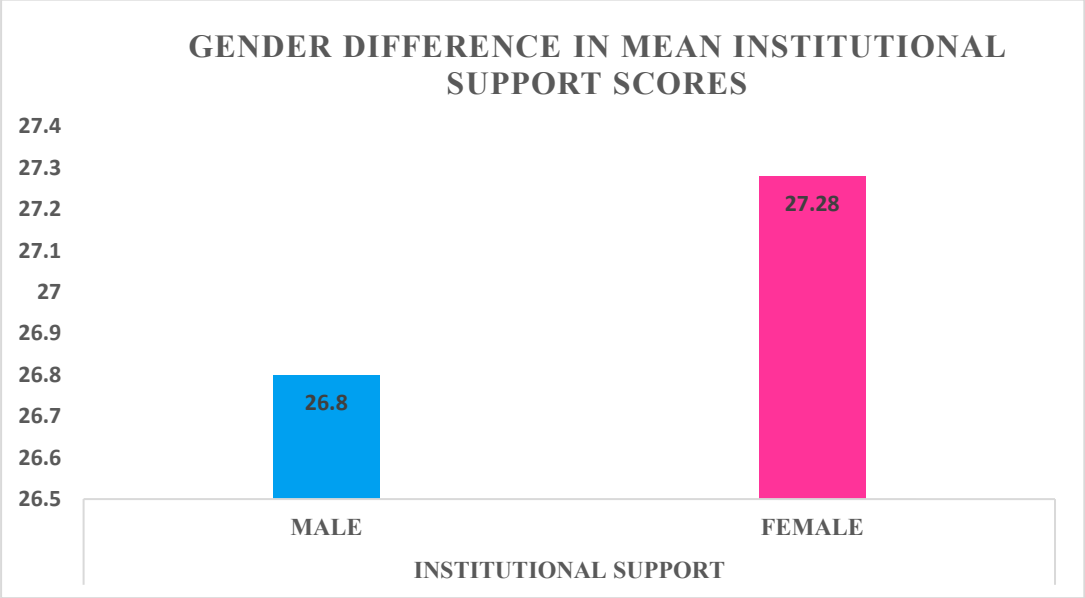
variables	Male	Female
Teacher support	98.11	101.70
Institutional support	26.80	27.28
Emotional support	24.29	25.20
Informational support	26.95	28.22
Appraisal support	20.05	21.00
Peer support	83.43	85.56
Achievement motivation	92.17	104.96

Figure 4.3 Gender Differences in Mean Teacher Support Scores



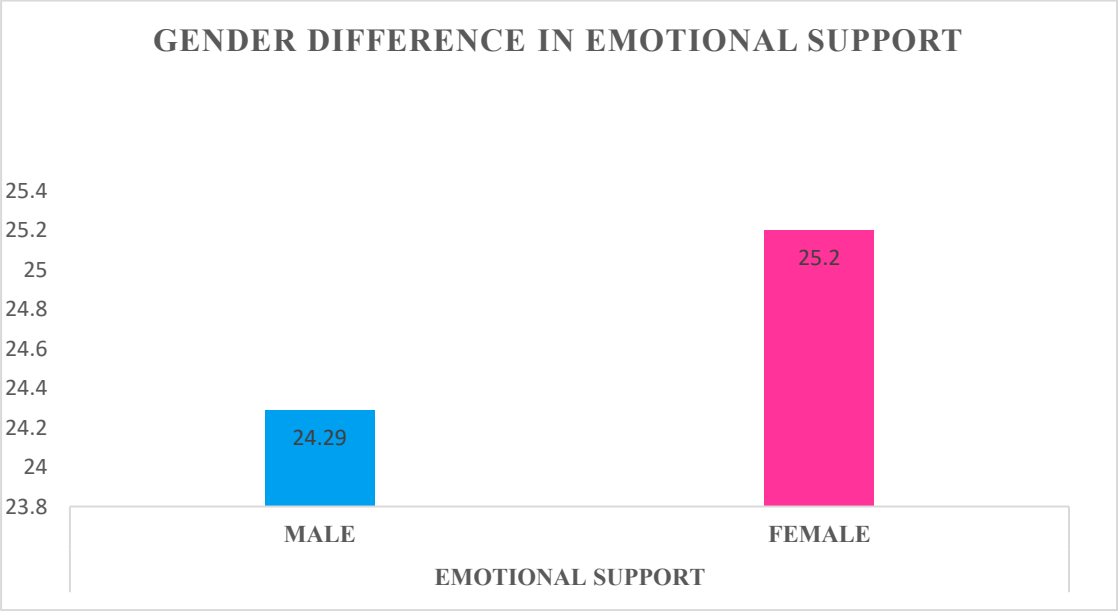
Female participants reported higher means scores on teacher support (M= 101.70) as compared to male participants (M=98.11) Indicating that female participants perceived greater teacher support than male as shown in (Figure 4.3).

Figure 4.4 *Gender Differences in Mean Institutional Support Scores*



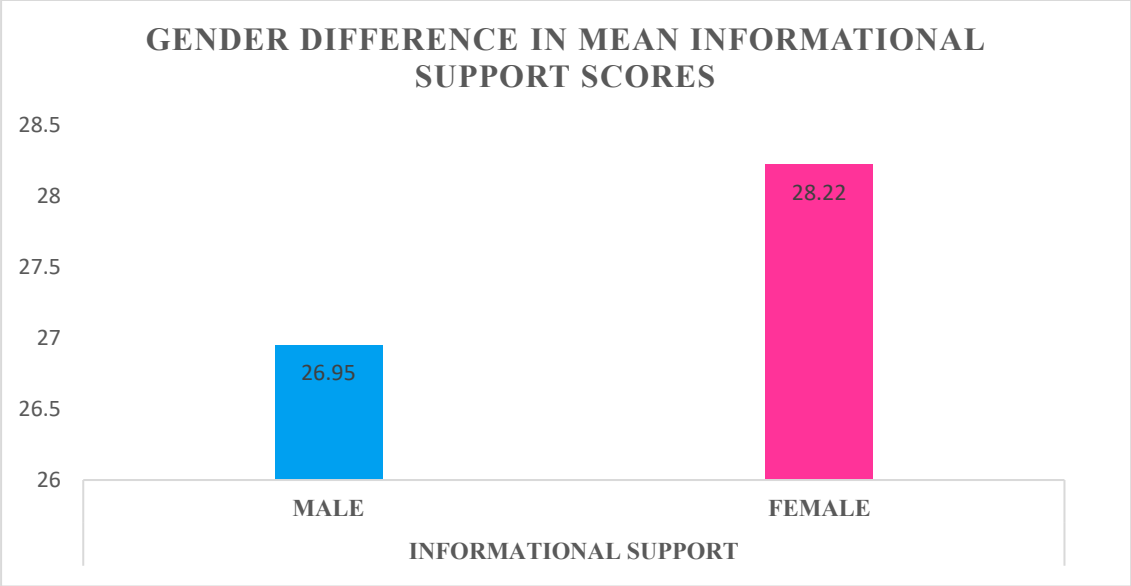
Female participants reported slightly higher mean scores on institutional support (M=27.28) compared to male participants (M=26.80) indicating that female participants marginally greater institutional support than male as shown in (Figure 4.4).

Figure 4.5 Gender Differences In Mean Emotional Support Scores



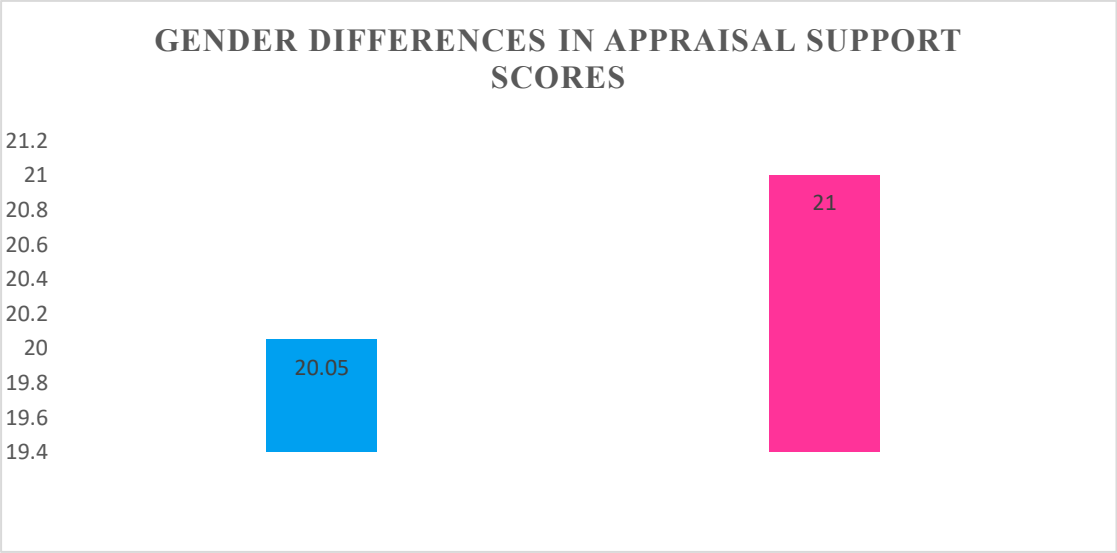
Female participants reported higher means scores on emotional support (M=25.20) compared to male participants (M=24.29) indicating that female perceived greater emotional support than males as shoen in (Figure 4.5)

Figure 4.6 Gender Difference in Mean Informational Support Scores



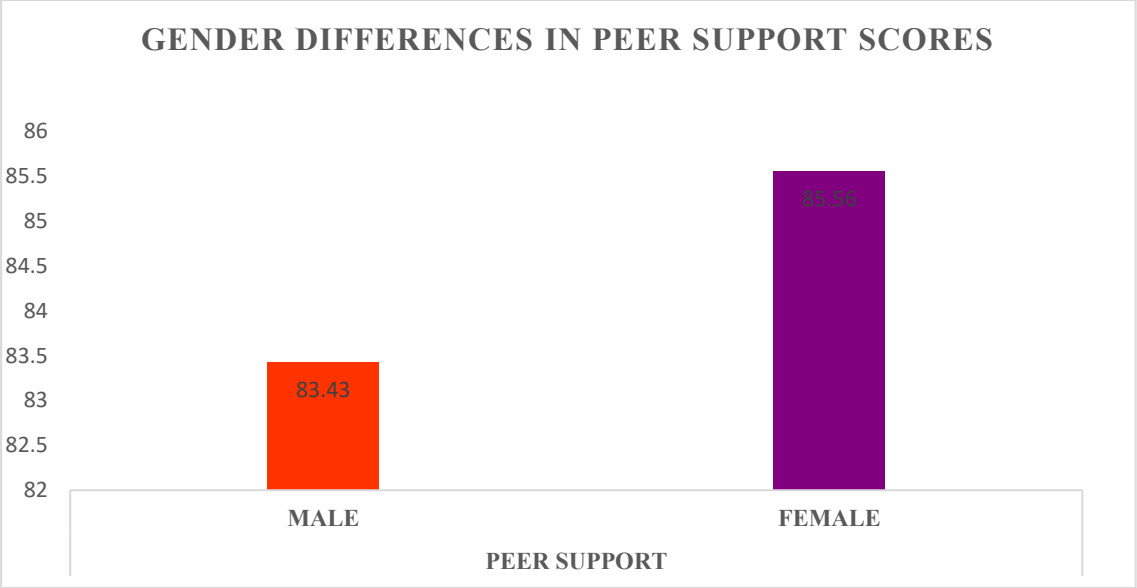
Female participants report higher mean scores on informational support (M=28.22) compared to male participants (M=26.95) indicating that female perceived greater informational support than male as shown In (Figure 4.6).

Figure 4.7 Gender Differences in Appraisal Support Scores



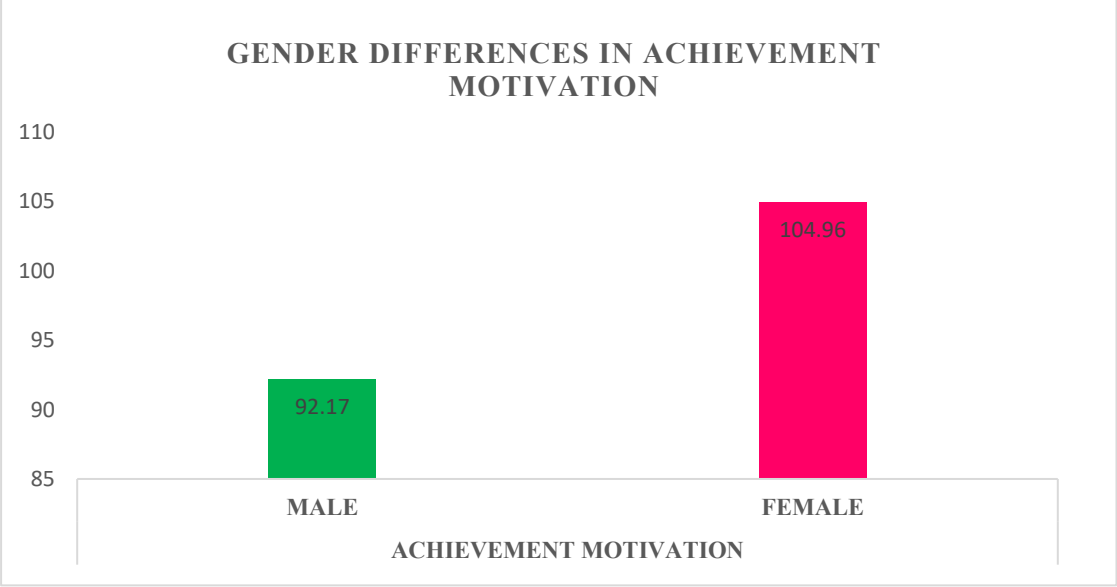
Female reported high mean score on appraisal support (M=21.00) compared to male participants (M=20.05) indicating that female perceived greater appraisal support then males as shown in (Figure 4.7).

Figure 4.8 Gender Differences in Peer Support Scores



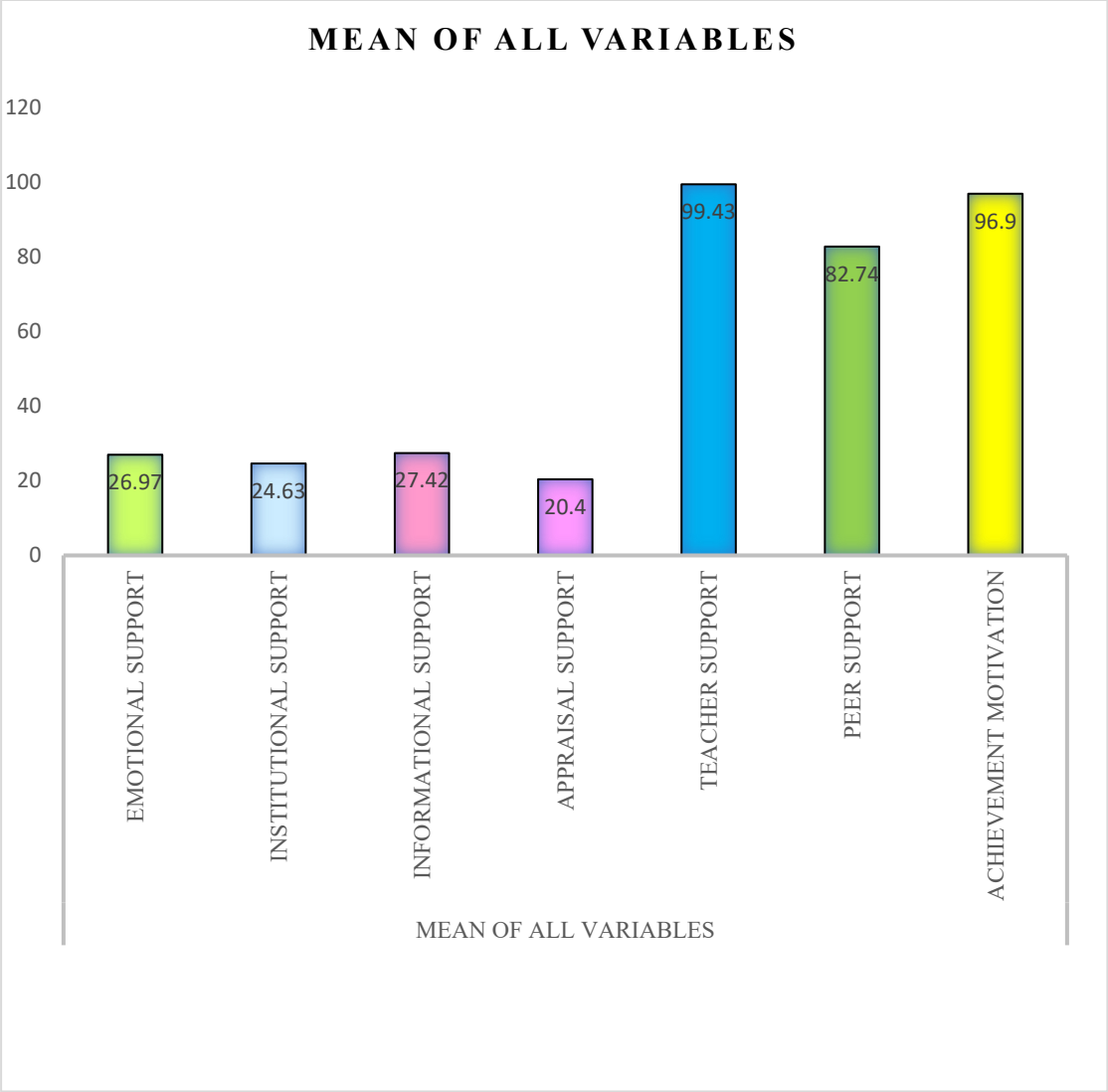
Female participants reported high mean scores on peer support (M=85.56) compared to male participants (M=83.43) indicating that female perceived greater peer support than males ashown in (Figure 4.8).

Figure 4.9 Gender Differences In Mean Achievement Motivation Scores



Female participants reported high mean scores on achievement motivation (M=104.96) compared to male participants (M=92.19) indicating that female It demonstrated higher achievement motivation than males as shown in (Figure 4.9).

Figure 4.10 Mean scores of all variables



The descriptive analysis indicated that teacher support had a mean score (M=99.43, SD = 16.66). The sub-dimensions of teacher support were also calculated, namely institutional support, emotional support, informational support, and appraisal support. Institutional support had a mean score (M=26.97, SD = 5.37), emotional support had a mean score (M=24.63, SD = 4.77), informational support had a mean score (M=27.42, SD = 5.30), and appraisal support had a mean score (M=20.40 (SD = 3.56), as shown in (Table-4.4, Figure-4.10).

4.2.1 Research Objective 1

To examine the relationship between perceived teacher support, perceived student support and achievement motive among senior secondary students.

Table 4.4 Correlation analysis of all variables

Variables	n	M	SD	1	1.1	1.2	1.3	1.4	2	3
Teacher support	230	99.43	16.66	-						
Instumental support	230	26.97	5,37	.89**	-					
Emotional support	230	24.63	4.77	.87**	.72**	-				
Informational support	230	27.43	5.30	.89**	.71**	.68**	-			
Appraisal support	230	20.40	3.56	.82**	.63**	.62**	.71**	-		
Peer support	230	82.74	17.08	.59**	.51**	.50**	.55**	.49**	-	
Achievement motivation	230	96,90	28.59	.21**	.17**	.20**	.20**	.15*	-.04	-

Note: P=0.01

P=0.05

Correlation analysis was conducted between the main variables and the sub-dimensions using Pearson's r correlation coefficient. The findings revealed that teacher support and achievement motivation had a positive significant correlation ($r = .21$, $p < .01$). Similarly, institutional support and achievement motivation showed a positive significant correlation ($r = .17$, $p < .01$). Emotional support and achievement motivation also demonstrated a positive significant correlation ($r = .20$, $p < .01$). Likewise, informational support and achievement motivation had a positive significant correlation ($r = .20$, $p < .01$).

Further, appraisal support and achievement motivation showed a positive significant correlation ($r = .15$, $p < .05$). However, peer support and achievement motivation had a negative non-significant correlation. In addition, teacher support and peer support demonstrated a positive significant correlation ($r = .59$, $p < .01$) as shown in Table-4.4.

4.2.2 Research Objective 2

To examine the effect of perceived student support on achievement motive among senior secondary students.

Table 4.5a Linear Regression for The Criterion Variable of Achievement Motivation for The Total Sample with Teacher Support as a Predictor.

Model	R	R square	Adjusted R Square	Standard error of the estimate	R2 Change	f	df	Sing.
1	.216(a)	.047	.043	27.98	.047	11.17	1	.001(a)

Table 6Table 4.5b Beta Coefficients of The Predictor Teacher Support for The Total Sample

Model		Unstandardised coefficients		Standardised coefficients		
		B	Std. Error	Beta	t	Sig.
1	Constant	60.023	11.186		5.366	.000
	Teacher support	.371	.111	,216	3.342	.001

(Table 4.5a) shows the regression analysis for achievement motivation, which revealed that 4.7% of the variance (R^2=.047) was accounted for by the predictor, additionally, (Table 4.5b) shows the beta coefficient of the achievement motivation. The beta coefficient of teacher support was statistically significant with a beta value of (β =.216), which infers that teacher support has a significant role in predicting the achievement motivation in the study group

4.2.3 research Objective 3

To examine the effect of perceived teacher support on achievement motive among senior secondary students.

Table 7 4.6a Linear Regression for The Criterion Variable of Achievement Motivation for The Total Sample with Peer Support as a Predictor

Model	R	R square	Adjusted R Square	Standard error of the estimate	R2 Change	f	df	Sing.
1	.044(a)	.002	-.002	28.63	.002	.437	1	.509(a)

Table 84.6b Beta Coefficients of The Predictor Peer Support for The Total Sample

Model		Unstandardised coefficients B	Std. Error	Standardised coefficients Beta	t	Sig.
1	Constant	102.959	9.357		11.003	.000
	Peer support	-.073	.111	-.044	-.661	.509

(Table 4.6a) shows the regression analysis for achievement motivation, which revealed that 0 .2% of valence (R^2 =.002) was accounted for by the predictor. Additionally (Table 4.6b) shows that Beta coefficient of the predictor of achievement motivation. The beta coefficient for peer support was (β =-.044) which came out to be statistically insignificant (p =.509) which indicated that peer support has no significant effect as a causal factor of achievement motivation in the study group.

CHAPTER-V FINDINGS, CONCLUSION, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTUER RESEARCH

CHAPTER-V

FINDINGS, CONCLUSION, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTUER RESEARCH

5.1 Introduction

The present study aimed to conduct an analytical exploration of the relationship between perceived teacher support, perceived student support, and achievement motivation among senior secondary students. Specifically, the study sought to examine how interpersonal support systems within the academic environment contribute to students' motivational outcomes. A sample of 230 students, comprising both male and female participants, was selected from the senior secondary level, with an age range of 13 to 18 years, particularly from Jammu city both private and public schools were included.

A quantitative research design was employed to investigate the proposed relationships. Data were collected using standardized psychological tools measuring perceived teacher support, perceived peer/student support, and achievement motivation. Statistical analysis included Pearson's product-moment correlation to assess the strength and direction of relationships among variables, and linear regression analysis to determine the predictive role of perceived support on achievement motivation.

This study contributes to the existing body of literature by providing empirical insights into the combined influence of teacher and peer support on students' motivational processes within the school context.

The findings are discussed in light of existing theoretical frameworks and previous empirical studies, highlighting the significance of supportive educational environments in fostering academic motivation.

The descriptive analysis of the data revealed notable gender differences across the key study variables. In terms of perceived teacher support, female students reported higher mean scores compared to their male counterparts, indicating that females tend to perceive greater support from teachers within the academic environment.

Further examination of the dimensions of teacher support showed a consistent pattern. Female students obtained higher mean scores across all four dimensions, including instructional support, emotional support, informational support, and appraisal support. This suggests that female students not only perceive greater overall teacher support but also experience enhanced support across specific functional aspects of teaching, such as guidance, emotional understanding, provision of information, and evaluative feedback.

Similarly, for perceived student (peer) support, female students demonstrated higher mean scores than males, indicating stronger perceptions of support from peers. This finding may reflect greater relational engagement or sensitivity to social support among female students.

In addition, the variable of student communication also showed higher mean scores among female students, suggesting that females may engage more actively or effectively in communication within the academic context.

Overall, the pattern of findings indicates that female students consistently report higher levels of perceived support and communication, which may have important implications for their motivational and academic experiences.

The observed finding that female students reported higher mean scores across perceived teacher support, student support, and communication can be understood through the lens of gender socialization theory and self-determination theory.

According to gender socialization theory, males and females are socialized differently from an early age, with females being encouraged to value relationships, emotional expressiveness, and interpersonal sensitivity. As a result, female students may be more attuned to supportive behaviors within their environment and more likely to perceive and report higher levels of teacher and peer support. In contrast, males are often socialized towards independence and emotional restraint, which may reduce their tendency to perceive or acknowledge such support (Gilligan, 1982).

Furthermore, self-determination theory Deci and Ryan. (2000) provides an additional explanation by emphasizing the role of three basic psychological needs autonomy, competence, and relatedness in fostering motivation and well-being. Female students, due to their relational orientation, may experience a stronger sense of relatedness within

the classroom environment, particularly through supportive interactions with teachers and peers. This enhanced sense of relatedness may lead them to perceive higher levels of support and engage more effectively in communication processes.

Thus, the higher mean scores among female students can be attributed to both socially constructed gender roles and the fulfillment of psychological needs within the academic context.

5.2. Major Findings of the Study

The findings of the present study "An Analytical Exploration Of The Role Of Teacher Support And Peer Support In Enhancing Achievement Motivation Among Senior Secondary Students" are as under.

5.2.1. Research Objective 1

To examine the relationship between perceived teacher support, perceived student support and achievement motive among senior secondary students.

Hypothesis 1 stated that there would be a positive relationship between teacher support, student support, and achievement motivation among senior secondary students. The findings of the present study partially supported this hypothesis, as there was a positive significant correlation between teacher support and achievement motivation, teachers support and student support whereas there was a negative non-significant correlation between peer support and achievement motivation.

5.2.2. Research objective 2

To examine the effect of perceived student support on achievement motive among senior secondary students.

The study further examined the predictive role of perceived student support on achievement motivation using linear regression analysis. Hypothesis 2 proposed that perceived student support would have a significant effect on achievement motivation. However, the findings did not support this assumption, as peer support was found to be

a non-significant predictor of achievement motivation. Therefore, Hypothesis 2 was rejected.

5.2.3. Research objective 3

To examine the effect of perceived teacher support on achievement motive among senior secondary students.

The study also examined the predictive role of perceived teacher support on achievement motivation using linear regression analysis. Hypothesis 3 proposed that perceived teacher support would have a significant effect on achievement motivation. The findings supported this assumption, indicating that teacher support significantly predicted achievement motivation. Therefore, Hypothesis 3 was accepted.

5.3 Conclusion and Discussion

5.3.1 Relationship Between Teacher Support and Achievement Motivation

The positive significant relationship between teacher support and achievement motivation can be explained through theoretical perspectives emphasizing the role of supportive educational relationships. The teacher–student relationship, as explained through attachment-based perspectives, suggests that teachers act as a secure base for students, promoting confidence, engagement, and motivation toward academic tasks (Riley, 2010). When students perceive their teachers as supportive, they are more likely to feel encouraged and guided, which enhances their achievement motivation.

In addition, Bandura's Social Learning Theory highlights that behavior and motivation are influenced through observation, modeling, and reinforcement within social contexts (Bandura, 1977). Teachers, being primary authority figures in academic settings, serve as important role models, and their supportive behavior can reinforce achievement-oriented attitudes and motivation among students.

The present findings are also supported by empirical studies. Yildirim, (2012) found that teacher support significantly predicts students' motivation and academic achievement by facilitating effective learning strategies. Similarly, Kiefer and Pennington (2017) reported that teacher autonomy support and structured guidance are

positively associated with students' motivation, engagement, and achievement outcomes. These findings are consistent with the present study, where teacher support showed a significant positive relationship with achievement motivation. Further, Malecki and Demaray (2003) emphasized that various forms of support, including emotional, informational, and appraisal support, are significantly related to students' adjustment, highlighting the importance of supportive interactions within the school environment. In the present study, teacher support was also examined across its four dimensions, namely instumental support, informational support, emotional support, and appraisal support, and all these dimensions demonstrated a positive association with achievement motivation. This suggests that different forms of teacher-provided support, whether through guidance in learning, provision of relevant information, emotional understanding, or evaluative feedback, collectively contribute to enhancing students' motivation to achieve.

5.3.2 Relationship Between Teacher Support and Student Support

There was a positive significant correlation between teacher support and student support. This finding indicates that supportive interactions within the classroom are interconnected, where a positive teacher–student relationship contributes to the development of a supportive peer environment. Such a classroom climate fosters mutual respect, cooperation, and emotional security among students, thereby strengthening both teacher-directed and peer-related support systems.

The positive association between teacher support and student support is supported by existing literature on teacher–student relationships. A meta-analysis by Lei et al. (2018) found that teacher support is significantly associated with students' positive academic emotions, highlighting the role of teachers in creating a constructive and emotionally supportive classroom environment. Similarly, Stefa (2018) reported that supportive relationships between teachers and students contribute to the development of positive peer interactions, suggesting that the influence of teacher support extends beyond individual relationships to the broader peer context.

Further, Gyeltshen and Gyeltshen (2022) demonstrated that supportive teacher–student relationships significantly enhance students' academic performance, indicating that such relationships play a crucial role in shaping both academic and social outcomes. These findings are consistent with the present study, where a significant positive

correlation between teacher support and student support suggests that supportive teacher behavior fosters an environment that promotes positive peer relationships among students.

5.3.3 Relationship Between Peer Support and Achievement Motivation

The results indicated a negative non-significant correlation between peer support and achievement motivation, suggesting that peer support may not function as a strong or consistent predictor of achievement motivation in the academic context.

5.3.4 Peer Support Had a Significant Effect On Achievement Motivation Among Senior Secondary Students

Hypothesis 2 stated that perceived student support would have a significant effect on achievement motivation among senior secondary students. The findings of the present study did not support this assumption, indicating that peer support did not contribute meaningfully to the prediction of achievement motivation within the sample. This suggests that, although peer interactions may play a role in students' social experiences, they may not necessarily translate into enhanced academic drive or goal-oriented behavior. The lack of a significant predictive effect implies that peer support, in this context, may not function as a reliable determinant of achievement motivation. Accordingly, Hypothesis 2 was rejected.

5.3.5 Teacher Support Had a Significant Effect on Achievement Motivation Among Senior Secondary Students

Hypothesis 3 stated that perceived teacher support would have a significant effect on achievement motivation among senior secondary students. The findings of the present study supported this hypothesis, indicating that teacher support significantly predicted achievement motivation. This suggests that supportive teacher behaviors play an important role in enhancing students' motivation toward academic achievement.

The significant predictive role of teacher support can be understood in terms of the broader influence of teachers on students' learning experiences and motivation. Teachers contribute to shaping students' academic orientation through their teaching practices, guidance, and encouragement, which in turn foster higher levels of motivation. In line with the present findings, Werang et al. (2022) reported that teacher teaching performance is positively associated with students' learning motivation and

academic achievement, highlighting the central role of teachers in influencing students' academic outcomes. Similarly, Atma et al. (2021) found that teaching style and learning motivation have significant and positive relationships with students' achievement, indicating that the way teachers interact with students directly impacts their motivation to perform.

Further, recent research has emphasized the role of teacher-related factors such as motivation and empathy in enhancing student outcomes. Shahzadi et al. (2025) demonstrated that teacher motivation significantly influences student achievement, suggesting that motivated teachers are more likely to create an environment that supports students' academic efforts. Likewise, Sarwer et al. (2024) found that teacher empathy contributes to students' academic achievement through a sense of school belongingness, reinforcing the importance of supportive teacher–student relationships in promoting motivation. Additionally, Ayaz and Abbas (2025) highlighted that teachers act as catalysts in shaping students' overall growth, including their academic motivation and performance.

These findings collectively support the results of the present study, confirming that teacher support serves as a significant predictor of achievement motivation among senior secondary students.

5.4 Conclusion of the study

The present study was undertaken to examine the role of perceived teacher support and peer support in influencing achievement motivation among senior secondary students. The findings of the study indicate that teacher support plays a significant and positive role in enhancing achievement motivation. Students who perceived higher levels of academic guidance, emotional encouragement, and constructive feedback from teachers demonstrated greater motivation to achieve academic success. This highlights the importance of supportive teacher–student relationships in fostering a classroom environment that encourages persistence, confidence, and goal-directed behaviour.

In contrast, peer support was found to have a negative and non significant relationship with achievement motivation. This suggests that although peer interactions are an important aspect of students' social experiences, they may not always contribute directly to academic motivation in the expected manner. The nature and quality of peer

relationships, along with contextual factors, may influence whether peer support becomes academically beneficial or neutral. However, the positive relationship observed between teacher support and peer support indicates that supportive teachers may indirectly contribute to healthier peer environments within the classroom.

Overall, the study reinforces the central role of teachers in shaping students' motivational outcomes during the senior secondary stage, a period marked by increased academic demands and psychological changes. The findings suggest that enhancing teacher support within educational settings can serve as a key strategy for promoting achievement motivation among students. While peer support remains an important social factor, its influence on motivation appears to be more complex and may require further exploration. These results contribute to the existing body of knowledge by emphasizing that achievement motivation is not only an internal drive but is also significantly shaped by the quality of support systems present within the school environment.

5.5 Limitations of the Study

The present study, while providing valuable insights into the relationship between teacher support, peer support, and achievement motivation among senior secondary students, is subject to certain limitations.

First, the study adopted a quantitative research design, which focuses on numerical data and statistical analysis. While this approach allows for objective measurement and generalization, it limits an in-depth understanding of students' subjective experiences, perceptions, and contextual meanings. A qualitative or mixed-method approach could have provided richer insights into how students interpret and experience different forms of support.

Second, the study followed a cross-sectional design, which restricts the ability to establish causal relationships among the variables. The findings indicate associations and predictive relationships; however, they do not capture changes over time or the direction of influence between teacher support, peer support, and achievement motivation.

Another limitation of the study is related to time constraints. Due to limited time availability, data collection and analysis were conducted within a restricted period, which may have affected the depth of investigation and limited the possibility of conducting longitudinal or more comprehensive analyses.

The study also has demographic limitations, as the sample was confined to 230 senior secondary students from selected schools in the Jammu district. This restricts the generalizability of the findings to other regions, cultural contexts, or educational systems. Variations in socio-cultural background, school environment, and educational practices may influence the nature of support and motivation differently.

Further, the study relied entirely on self-report measures, which are subject to response biases such as social desirability, exaggeration, or misinterpretation of items. Students' responses may not always accurately reflect their actual experiences or behaviors.

In addition, the study focused only on teacher support and peer support, while other potentially influential variables such as parental support, socio-economic status, personality traits, and academic stress were not included. The exclusion of these variables limits a more comprehensive understanding of factors influencing achievement motivation.

Finally, although teacher support was examined through its sub-dimensions, the study did not explore their differential impact across diverse student groups or contexts, which could provide deeper insights into how specific forms of support function.

5.6 Implications of the Study

- **Educational Implications:** The study highlights the importance of creating a supportive and encouraging classroom environment for senior secondary students. Positive teacher-student interactions and student-centered teaching practices may help in enhancing students' academic motivation and engagement.

- **Psychological Implications:** The findings emphasize the role of supportive educational environments in promoting self-confidence, emotional security, and achievement-oriented behaviour among adolescents. Counsellors and

psychologists may use these insights while planning motivational and guidance programs for students.

- **Social Implications:** The study reflects the importance of healthy social relationships within the school setting. Schools may encourage constructive social interaction and cooperative activities that promote positive academic attitudes among students.

- **Institutional Implications:** Educational institutions may strengthen mentorship programs, counselling services, and support systems to create a motivating academic atmosphere. Such initiatives may contribute to students' overall academic and personal development.

- **Implications for Parents and Families:** Parents should actively participate in their children's educational experiences and maintain healthy communication with teachers. A supportive home environment may further encourage students' academic growth and motivation.

- **Policy Implications:** The findings may assist policymakers in developing educational policies focused on teacher development, student welfare, and school counselling services to improve students' motivational outcomes.

- **Research Implications:** The study provides scope for future research on achievement motivation and social support among adolescents. Further studies may include additional psychological, familial, and socio-cultural variables for deeper understanding.

- **Practical Implications:** The study may help teachers, counsellors, and educational professionals in designing effective strategies and intervention programs aimed at improving students' academic motivation and educational aspirations.

5.7 Suggestions of Feature Research

The findings of the present study suggest several important directions for future research. First, future studies may adopt a longitudinal research design to examine how teacher support, peer support, and achievement motivation develop and interact over time. Such designs would help in establishing causal relationships and understanding changes in students' motivation across different stages of schooling.

Second, there is a need to incorporate qualitative or mixed-method approaches in future research. While the present study provides quantitative evidence, qualitative methods such as interviews, focus groups, or classroom observations can offer deeper insights into students' lived experiences, perceptions, and meanings associated with teacher and peer support.

Future research should also aim to include larger and more diverse samples drawn from different regions, educational boards, and socio-cultural backgrounds. This would enhance the generalizability of findings and allow for comparative analysis across rural and urban settings, private and government schools, and different demographic groups.

In addition, future studies may consider including additional variables such as parental support, academic stress, self-efficacy, personality traits, and socio-economic status to develop a more comprehensive understanding of achievement motivation. Examining the interaction between these variables and teacher or peer support may provide a more holistic model of student motivation.

Further, there is scope for conducting intervention-based or experimental studies to examine how enhancing teacher support within classroom settings can improve students' achievement motivation. Such studies can help in designing practical educational strategies and teacher training programs aimed at fostering supportive learning environments.

Future research may also focus on examining the individual dimensions of teacher support (institutional, emotional, informational, and appraisal support) in greater detail to determine which specific forms of support have the strongest influence on achievement motivation.

Finally, given that peer support was found to be non-significant in the present study, future research should explore the conditions under which peer support becomes

effective, such as the role of peer group norms, academic orientation of peer groups, and the quality of peer relationships. This would help in understanding why peer support may not always translate into academic motivation and under what circumstances it becomes beneficial.

SUMMARY

SUMMARY

TOPIC: AN ANALYTICAL EXPLORATION OF THE ROLE OF TEACHER SUPPORT AND PEER SUPPORT IN ENHANCING ACHIEVEMENT MOTIVATION AMONG SENIOR SECONDARY STUDENTS

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Introduction

Student life at the senior secondary stage has become increasingly demanding due to academic pressure, social expectations, and future-oriented responsibilities. Along with these demands, students experience emotional and psychological changes that influence their educational experiences. Researchers have emphasized that academic success is influenced not only by intellectual ability but also by motivation, emotional well-being, and social interactions within the school environment (Man, 2025; Alyn, 2024).

Achievement motivation refers to the internal drive that encourages students to strive for success, persist in academic tasks, and work toward standards of excellence (Murray, 1938; McClelland, 1961; American Psychiatric Association, 2018). Early theories explained achievement motivation in terms of competence, social learning, expectations of success and failure, and beliefs regarding ability and effort (Atkinson, 1957; Weiner, 1972; Dweck, 1999).

Achievement motivation develops within the social and instructional environment of schools. Teacher support and peer support have consistently been identified as important influences on students' motivation and engagement (Lee et al., 1999; Ruzek et al., 2016). Teacher support includes academic guidance, emotional encouragement, and constructive feedback, whereas peer support involves cooperation, emotional

reassurance, and shared learning experiences (Klem & Connell, 2004; Ahmed et al., 2010).

Research indicates that supportive teacher–student and peer relationships enhance engagement, persistence, emotional well-being, and academic achievement among students (Hughes et al., 2008; Wentzel et al., 2017). Supportive classroom relationships also reduce academic stress and strengthen achievement motivation among secondary school students (Hoferichter et al., 2022).

Therefore, examining the role of teacher support and peer support in enhancing achievement motivation among senior secondary students becomes important. Understanding these relationships may help in developing educational practices that promote both academic success and psychological well-being.

Achievement Motivation

Achievement motivation refers to the internal drive that encourages students to achieve success and persist in academic tasks (Murray, 1938; McClelland, 1961). Murray (1938) emphasized the need to overcome challenges and demonstrate competence, whereas McClelland (1961) viewed achievement motivation as learned through social experiences.

Later theories highlighted the influence of expectations, emotions, and beliefs regarding ability on achievement behaviour (Atkinson, 1957; Weiner, 1972; Dweck, 1999). Research indicates that supportive classroom environments and positive social interactions strengthen students' motivation, engagement, and academic achievement (Lee et al., 1999; Covington, 2000).

Teacher Support

Teacher support refers to the academic guidance, emotional encouragement, and supportive classroom environment provided by teachers (Klem & Connell, 2004; Hughes et al., 2008). Research indicates that supportive teacher practices enhance students' engagement, motivation, and academic achievement (Hughes et al., 2008).

Teacher emotional support also promotes feelings of competence, autonomy, and relatedness, which strengthen students' achievement motivation (Ruzek et al., 2016). Studies further suggest that supportive teacher relationships reduce academic stress and contribute to emotional well-being among adolescents (Hoferichter et al., 2022).

Peer Support

Peer support refers to the academic, emotional, and social assistance students receive from classmates (Ahmed et al., 2010; Wentzel et al., 2017). During adolescence, peers significantly influence students' attitudes toward learning and their sense of belonging.

Research suggests that supportive peer relationships strengthen motivational beliefs, positive academic emotions, and engagement in learning activities (Ahmed et al., 2010). Peer support also helps students cope with academic stress and contributes to emotional well-being and academic adjustment (Hoferichter et al., 2022; Kaynak et al., 2023).

Relationship Between Teacher Support And Peer Support

Teacher support and peer support are interconnected social factors that jointly influence students' motivation and emotional adjustment (Lee et al., 1999; Wentzel et al., 2017). Supportive teacher practices promote classroom environments characterized by trust, cooperation, and positive peer interactions (Ruzek et al., 2016).

At the same time, peer support reinforces the effects of teacher support by encouraging motivation and engagement through shared academic experiences. Together, teacher and peer support help students cope with academic stress and maintain achievement motivation (Hoferichter et al., 2022).

Relationship Between Teacher Support and Achievement Motivation

Teacher support plays an important role in enhancing students' achievement motivation. Research indicates that supportive teacher–student relationships are positively

associated with higher engagement, persistence, and academic achievement (Lee et al., 1999; Hughes et al., 2008).

Teacher emotional support strengthens students' feelings of competence and autonomy, which further enhance achievement motivation (Ruzek et al., 2016). Supportive teacher relationships are particularly important during secondary education, where students experience increased academic pressure (Held & Mori, 2024).

Relationship Between Peer Support and Achievement Motivation

Peer support is an important social factor influencing achievement motivation among students. Supportive peer relationships foster positive academic emotions, motivational beliefs, and persistence in learning tasks (Ahmed et al., 2010; Wentzel et al., 2017).

Research further suggests that peer support reduces academic stress and contributes to academic achievement through its positive influence on school motivation (Hoferichter et al., 2022; Kaynak et al., 2023). Therefore, peer support plays a significant role in sustaining achievement motivation among senior secondary students.

Need and Significance of the Study

Senior secondary education is a crucial stage in students' lives, where they experience increasing academic pressure, emotional changes, and career-related challenges. During this period, achievement motivation plays an important role in determining students' academic success and personal growth. Among the various factors influencing achievement motivation, teacher support and peer support are considered highly significant, as they provide students with guidance, encouragement, emotional security, and a positive learning environment. Supportive teacher–student relationships and healthy peer interactions can enhance students' confidence, academic engagement, and willingness to achieve their goals.

The present study is significant because it examines the role of perceived teacher support and perceived peer support in shaping achievement motivation among senior secondary students. The findings of the study may help teachers, parents, counsellors, and educational institutions understand the importance of a supportive educational

environment in improving students' motivation and academic performance. The study also provides useful implications for promoting positive classroom relationships and enhancing students' overall educational outcomes.

Statement of the Problem

The present study seeks to examine the relationship between perceived teacher support and perceived student (peer) support in enhancing achievement motivation among senior secondary students. The study is conducted among students aged 13 to 18 years, including both male and female participants, drawn from private and public schools of the Jammu district. By focusing on this developmental stage, the study aims to understand how support systems within the school environment contribute to students' motivation to achieve academic success.

Opretional Definations

Teacher Support: Teacher support refers to the extent to which students perceive their teachers as providing academic guidance, emotional encouragement, constructive feedback, and a supportive classroom environment. In the present study, teacher support is understood in terms of students' perceived experiences of these supportive behaviours within the school setting.

Peer Support (Student Support): Peer support refers to the degree of academic, emotional, and social assistance that students receive from their classmates. In this study, it reflects students' perceptions of cooperation, encouragement, and mutual support among peers within the classroom environment.

Achievement Motivation.: Achievement motivation refers to the internal drive of students to accomplish academic tasks, strive for success, and persist in the face of challenges. In the present study, it is understood as the level of students' goal-directed effort and desire to achieve academic excellence.

Objectives of The Study

The objectives of this research project summarise what is to be achieved by the study in view of the available literature and the importance of the topic the following objectives have been set.

1. To examine the relationship between perceived teacher support, perceived student support and achievement motive among senior secondary students.
2. To examine the effect of perceived student support on achievement motive among senior secondary students.
3. To examine the effect of perceived teacher support on achievement motive among senior secondary students.

Hypotheses of The Study

1. **H_1:** There is a positive relationship between teacher support, student support and achievement motives among senior secondary student.
2. **H_2:** There will be a significant effect of perceived peer support on achievement motive among senior secondary students.
3. **H_3:** There will be a significant effect perceived teacher support on achievement motive among senior secondary students.

Population Of The Study

The population of the present study comprises senior secondary students of Jammu district aged 13 to 18 years from private and public schools**.**

Sample of the Study

The participant sample for this investigation will be composed of 230 students, randomly selected from a diverse range of public and private senior secondary schools throughout the Jammu district. The selection criteria will specifically target both male and female adolescents within the 13 to 18-year age group, as this demographic

represents the senior secondary student population. Simple Random Sampling technique will be employed.

Tools Used

The tools employed in the study were the Peer Support Questionnaire developed by Alaei and Hosseinnezhad (2020), the Achievement Motivation Inventory developed by Muthee and Thomas (2009), and the Perceived Teacher Support Scale (PTSS) developed by Wu et al. (2024).

Results of the Study

- A positive and statistically significant relationship was found between perceived teacher support and achievement motivation among senior secondary students.
- All dimensions of teacher support showed significant positive relationships with achievement motivation.
- Peer support showed a negative and non-significant relationship with achievement motivation.
- Teacher support and peer support were positively and significantly correlated with each other.
- Teacher support significantly predicted achievement motivation among senior secondary students.
- Peer support did not significantly predict achievement motivation among senior secondary students.

Delimitations of the study

- Students studying below the senior secondary level
- Students above 18 years of age
- Students not enrolled in schools of the Jammu district
- Students studying through distance or open schooling systems

- Students diagnosed with any major psychological disorder or serious medical illness that may affect academic functioning

Suggestions for Feature Research

- Future studies may include a larger and more diverse sample from different regions to enhance the generalizability of the findings.
- Comparative studies may be conducted across different age groups and educational levels to examine variations in achievement motivation.
- Additional variables such as academic stress, self-esteem, parental support, emotional intelligence, and personality traits may be explored in relation to achievement motivation.
- Longitudinal studies may be undertaken to examine the long-term impact of teacher support and peer support on students' academic achievement and motivation.
- Experimental and intervention-based studies may be conducted to evaluate the effectiveness of motivational programmes, counselling strategies, and supportive classroom practices.

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APPENDICE

APPENDICE-I PERCEIVED TEACHER SUPPORT SCALE (PTSS)

Below are given few statements related to the teacher support you receive. where 1 = strongly disagree and 5 = strongly agree. Choose only one option that describes best your understanding.

- **1= Strongly disagree**
- **2= Disagree**
- **3= Neutral**
- **4= Agree**
- **5= Strongly agree**

My teacher

No.	STATEMENT	1	2	3	4	5
	Instumental support					
1	will take time to help me when I need help for my study,					
2	give me opportunities to show myself.					
3	organise activities for me to collaborate with others in learning.					
4	try their best to ensure the things I need for study .					
5	will take time to help me when I meet problems other than study.					
6	create conditions to promote my growth in study.					
7	create conditions to promote my growth in areas other than study.					
	Emotional support					
8	trust me.					
9	respect me.					
10	encourage me to study hard.					
11	are happy to listen when I want to talk about a question/problem.					

12	treat me fairly.					
13	believe that I have potential.					

Informational support

14	provide information to assist me in solving problems myself.					
15	teach me how to handle things through demonstration.					
16	give me study advice.					
17	give me advice on topics other than study when I meet problems in my campus life.					
18	provide information to assist me in identifying my strengths and weaknesses.					
19	tell me the focuses and the difficulties of my learning.					
20	provide information to assist me in thinking about my future goals					

Appraisal support

21	will inform me when I make mistakes.					
22	give me feedback about my learning tasks.					
23	tell me how I perform in class.					
24	give me feedback about my behaviour other than study.					
25	give me feedback on my areas of improvement.					

APPENDICE-II DEVELOPMENT AND VALIDATION OF PEER SUPPORT QUESTIONNAIRE

Please In the check (√) box that best reflects your opinion about each of the following statement using this scale:

- **1= SD = Strongly Disagree**
- **2= D = Tend to Disagree**
- **3 = N = Neutral**
- **4 = A = Tend to Agree**
- **5 = SA = Strongly Agree**

No.	STATEMENT	1	2	3	4	5
1	Peer support enhances my knowledge and academic performance.					
2	Peer support makes me actively engaged in my studies.					
3	When I receive peer support, I am equipped with the required knowledge to overcome academic challenges.					
4	With support of my peers, I am more likely to Pursue further studies and achieve educational goals.					
5	Peer support can enrich knowledge sharing culture.					
6	Peer support can increase my self-confidence in the classroom.					
7	With the help of my classmates, I feel less anxious in my academic performance.					
8	With my peer's support my self-esteem increases.					
9	My peer helps me develop emotional security in learning.					
10	My peer classmates offer resources which improve my attention to the available learning materials.					
11	My classmates mostly offer practical help which empowers me to obtain desirable educational outcomes.					

12	When I am provided with my peers' advice, I become more prepared to use learning strategies.					
13	Peer feedback encourages student cooperation to establish a positive learning atmosphere.					
14	Peer feedback promotes and accelerates learning.					
15	Peer feedback enhances students critical thinking.					
16	Peer support fosters a relationship of mutual learning.					
17	Peer support enhances my sense of belongingness in a learning community.					
18	Peer support establishes a relationship based on trust and respect.					
19	My classmates' friendship increases my chance of acceptance by others.					
20	My peers' support could create an intimate relationship with other classmates based on educational equality.					
21	Peer support can develop my academic identity.					
22	Peer support creates more positive attitudes towards my academic field of study and appreciation of university environment.					

APPENDICE-III ACHIEVEMENT MOTIVATION INVENTORY

This form has 32 statements, please read each statement carefully and then indicates your opinion on each statement by putting (√) in the spaces provided beside it. Please put (√) in only one column for each statement. You can give your opinions according to the following scale:

- **5= Completely Agree (C.A.)**
- **4= Mostly Agree (M.A.)**
- **3= Agree to some extent (A.S.E.)**
- **2= mostly disagree (M.D.)**
- **1= completely disagree (C.D.)**

No	STATEMENT	1	2	3	4	5
1	I feel I am a lazy person.					
2	Days often go by without me having done a thing.					
3	I like reading the biography of great people in order to learn how they overcome hurdles and achieved great things in life.					
4	I plan ahead what subjects to study during my free time.					
5	When I come to know that somebody like me, have achieved something great, I am motivated to do the something in a better way.					
6	Most people who know me say that I am hardworking and ambitious.					
7	I go on postponing what I should be studying today					
8	I take a lot of time to get started to the task of study.					
9	Most evenings I kick back and relax rather than preparing for the next day's school work.					
10	Sometimes, I forget to do my homework.					
11	I never leave a task/assignment, I start unfinished.					
12	I enjoy working with people who score at my level or lower, rather than with those who are smarter and more hardworking than me.					
13	I dislike Falling in my school examination due to unpreparedness.					
14	I always work very hard to be among the best students in my school.					

15	I find myself just taking life as it comes without planning.					
16	I aim at reaching the highest level In education.					
17	When I grow up, I want to do something which other have not done.					
18	I am basically a competitive person and I compete just for the sake of competing.					
19	I believe that success in life has less to do with hard work and more to do with luck and being in the right place at the right time.					
20	I enjoy reading all kinds of books including those that are not part of my school syllabus.					
21	I shall be satisfied with an above average performance even though it may not be my best.					
22	I prefer to use my time for doing something else rather than trying to perfect something that I have already completed.					
23	I enjoy spending more of my time alone concentrating on my school work.					
24	I always try to stand out from the rest of my class in one way or another.					
25	I will go ahead with my plans only if I am sure that other people will approve of it.					
26	I get restless and annoyed when I feel I am wasting time.					
27	It is not a good idea to be always about others in the achievement, because that may make them feel bad about themselves.					
28	I like to be the best student in my class.					
29	I enjoy finishing my school assignments even when they are difficult and time consuming.					
30	I enjoy making friends with the most intelligent students in my class so as to keep up my standards of performances.					
31	I like when people say in front of others that I am doing well in school.					
32	I would like to deal with difficult situations, so that blame or praise for its result come to me alone.					