

©*Indian Journal of Psychology and Education*

Vol.3, No.2, July 2013 PP 86-95

Attributional Style (Optimism) Cognitive style, Mindfulness and Achievement Motivation in relation to Academic Achievement

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Abstract

In this competitive world academic achievement has a different meaning, where children are highly competitive for success in life, career, and personal goals, even for self-esteem, identity, and efficacy. A number of factors may be operating at the same time while a person is making efforts towards pursuing his/her goals. As these aspirations are universal, some relevant skills are needed to be developed. Therefore present study has been undertaken to see the relationship between attributional style (optimism), cognitive style, achievement, motivation and academic achievement. Sample comprised of 250 English medium co-educated, private schools students (125 boys and 125 girls) from Jaipur city (Rajasthan state). Participants were from 8th and 9th standard and age ranged between 12 and 5 (Mean=13.60 and SD=0.75). Tools used were satisfaction with life scale, Children's Attributional Style Questionnaire, Deo-Mohan Achievement motivation (n-Ach) Scale, Witkin Embedded Figure Test (Witkin et.al, 1971). Results indicated that there is positive relationship between academic achievement and attributional style (optimism) cognitive style, achievement motivation and mindfulness. Further factor analysis extracted four factors viz. conscious non-negative aspirant, over reliant, optimist, self critical. The result of multiple regression analysis revealed that 54% variance in academic achievement was accounted for by these factors taken together. This study will enable the students to know the important contributors to academic achievement, which will further help them to improve their academic performance.

Key Words: Attributional Style (optimism), Cognitive Style, Mindfulness and Achievement Motivation, Academic Achievement

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