
ACHIEVEMENT MOTIVATION AND SELF-CONCEPT AMONG SECONDARY SCHOOL STUDENT

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ABSTRACT

In the present investigation, an attempt has been made to study achievement motivation and self-concept among secondary school student. In the present study sample of 200 secondary school students were taken. The tool used for the present study were Self-Concept Questionnaire (Saraswati; 1999) and Achievement Motivation Scale (Deo and Mohan, 2011). Further t- test was applied to determine the significant of difference between gender, types and locale and correlation was calculated to see the relationship between the achievement motivation and self-concept. It was found that boys possessed higher achievement motivation than girls. It was also revealed no significant difference in achievement motivation of government and private secondary schools students. Further it was also found that private schools students had higher self concept than government secondary school students.

KEY WORDS- Achievement Motivation, Self Concept, Secondary School Students

INTRODUCTION

The term achievement motivation may be defined by independently considering the words achievement and motivation. Achievement refers to competence (a condition or quality of effectiveness, ability, sufficiency, or success). Motivation refers to the energization (instigation) and direction (aim) of behaviour. Thus, achievement motivation may be defined as the energization and direction of competence-relevant behaviour or why and how people strive toward competence (success) and away from incompetence (failure). The term was first used by Henry Murray and associated with a range of actions. These include: "Intense, prolonged and repeated efforts to accomplish something difficult, to work with singleness of purpose towards a high and distant goal, to have the determination to win". Heckhausen (1963) characterized achievement motivation as, "the tendency to maintain and increase individual proficiency in all areas in which a standard of quality is taken as binding." In view of Irving Scruff (1989), "Achievement motivation is defined in terms of the way the individual orients himself towards objects and completeness on the performance of a task will be evaluated and good performance will produce a feeling of pride in accomplishment."

Self-concept is one of the important factors which influenced the behaviour of an individual (Deo, 1971). At present it plays an important role in determining the impression of ourselves and our evaluation of our adequacy. To be aware of oneself is to have an idea of oneself. Self-concept consists of an individual's philosophy, viewpoint, perspective, belief and characteristics about themselves. Kendra (2021) stated that Self-concept is the image that we have of ourselves. Self-concept tends to be more malleable when you're younger and still going through the process of self-discovery and identity formation. As you age and learn who you are and what's important to you, these self-perceptions become much more detailed and organized. Self-concept mostly is still vague during childhood or adolescence since children

are still going through the phase of change or are in the process of self discovery and forming their identity. But as people grow and discover their unique characteristics, their sense of Self-perceptions

REVIEW OF RELATED LITERATURE

STUDIES RELATED TO ACHIEVEMENT MOTIVATION

Sangeeta (2009) concluded that academic achievement motivation had a high impact on the academic performance of the students. Further the academic achievement motivation and academic performance of the students were significantly correlated and were interdependent. Muola (2010) found a significant positive relationship between six of the home environmental factors, that is fathers' occupation , mothers' occupation, fathers' education , mothers' education , family size and learning facilities at home and academic achievement motivation. Parental encouragement was the only factor that was not significantly related to academic achievement motivation. Kishore & Rana (2010) revealed that there was a significant difference in the level of achievement motivation between rural boys and urban boys, rural girls and urban girls and they also found that there was no significant difference in the level of achievement motivation between rural boys and urban girls. Bajwa and Goyal (2011) revealed that there existed significant difference between internal locus of control group and external locus of control group on responsible environmental behaviour and its dimensions namely - Civic action, educational action, financial action and persuasive action. It was also revealed that high achievement motivation group students had better responsible environmental behaviour.

Dubey (2012) revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence. Payyanatt and Manichander (2012) found that there was a significant difference in the level of achievement motivation between following sub sample groups: rural and urban students, rural boys and urban boys, rural girls and urban girls, rural girls and urban boys but there was no significant difference in the level of achievement motivation between rural boys and urban girls. Sarfaraz and Nigam (2012) revealed that academic achievement motivation is significantly related to favourable and unfavourable home environment. Thus, home environment effects academic achievement motivation of higher secondary students. Kaur (2013) revealed that academic self-efficacy and social self-efficacy were found to be positively correlated with their achievement motivation. The result also indicated that self-beliefs play a significant role in influencing the achievement motivation among engineering students.

Badola (2013) explored a significant difference among Government, Public and Convent School Secondary Students on their academic achievement motivation. The mean difference was found significant on male and female as well as Urban and Rural Secondary School Students on their Academic Achievement Motivation. Insignificant difference was found between Public and Convent school students on their academic achievement motivation. Singh & Sharma (2014) revealed that there is no significant difference in achievement motivation among secondary school students belonging to high and low levels of emotional intelligence. Bedel (2016) revealed that academic self-efficacy was the only meaningful predictor of academic motivation. Balakrishnan & Velmurugan (2016) found that there was no significant difference among the higher secondary students in their achievement motivation with reference to locality, type of family, community, parental education, parental occupation and parental income. Kumavat (2017) found that girl students had more academic achievement motivation than boy students of science faculty.

Tripathi & Swarnkar (2018) revealed that achievement motivation and creative thinking of boys and girls does not differ significantly and they also found that the achievement motivation affects the creative thinking of students significantly. Aditya and Jasgeet (2019) investigated that there is a correlation between achievement motivation and academic achievement motivation but at very low significant level and locus of control did not have any significant correlation with academic achievement motivation and achievement motivation. Mehdi et. al. (2022) found that the achievement motivation of the majority of the KUMS students was moderate.

STUDIES RELATED TO SELF CONCEPT

Mona and Kaur (2010) found that the students have an average level of Self-concept. There was a significant difference in adolescents from science, commerce, arts in Self-concept and lastly there was a significant difference in adolescent boys and girls in respect of self-concept and academic achievement. Parvathamma and Sharanamma (2010) found a significant difference between anxiety level of boys and girls. 2) There was a significant difference between self-confidence levels of boys and girls. Shantharam (2011) found that there was no significant difference in self-concept between boys and girls. Further, the students of graduate and non-graduate parents differ significantly in their levels of self-concept. The students of graduate parents have obtained a higher self-concept than the students of non-graduate parents. Wankhade and Rokade (2011) found that the average self-confidence of rural and urban, boys and girls are almost same and the rural boys were superior in their self-confidence in comparison to rural girls. The self-confidence of both sexes from urban areas found almost same.

Gaherao (2012) found that the urban senior college students do not differ significantly than the rural senior college students on selfconcept. Female senior college students do not differ significantly from male participants on self-concept. Singh and Singh (2012) found that male and female students did not differ significantly on self-concept. Mohammad-Al-Hebaish (2012) revealed a positive, significant correlation between general self-confidence and academic achievement. Those who scored high in general self-confidence questionnaire also had high scores in the oral achievement test. Mohammad-Al-Hebaish (2012) revealed a positive, significant correlation between general self-confidence and academic achievement. Those who scored high in general self-confidence questionnaire also had high scores in the oral achievement test. Language instructors were recommended to enhance building up their students' selfconfidence in order to develop their oral performance achievement.

Lawrence and Vimala (2013) revealed that there is significant difference in the selfconcept of high school students in terms of gender, locality and type of school. The findings further revealed that the girls are better than the boys in their self-concept. This is due to the fact that girls are given much more importance than the boys in family and society. Selvaraj and Gnanadevan (2014) revealed that there was a significant and negative relationship between self-confidence and different dimensions of stress such as, academic stress, interpersonal stress, intrapersonal stress, environmental stress and total stress. Salmalian and Leili (2014) explored a significant correlation was observed between self-concept and academic achievement of students. Selvaraj and Gnanadevan (2014) revealed that there was a significant and negative relationship between self-confidence and different dimensions of stress such as, academic stress, interpersonal stress, intrapersonal stress, environmental stress and total stress.

Abdallah and Ahmed (2015) revealed that there are no statistically significant differences between self-confidence and gender or age of learner. Suthar (2016) revealed that there is a

significant difference in self-concept among boys and girls and girls have higher self-concept than boys. It was also found that students of science stream have higher self-concept than students of general stream. Srimadevi and Saraladevi (2016) that decision making and self-confidence have an impact on problem solving ability among mathematics achievers. Amapola (2019) found that the direct relationships between classroom and family context and adolescent students' life satisfaction and indirect relationships between these variables through adolescent's , academic ,family, and social self-concept from gender perspective.

Kharmalki (2019) revealed that, majority of the students possess Above Average Self-concept indicating that the higher secondary students have a very high attitude towards self. Pahsyntiew and Rymbai (2020) found that majority of the higher secondary students have an average self-concept. Further there was a significant difference in self-concept between male and female higher secondary students. Gutiérrez, Mercader, Carrión and Trigueros (2022) found that personal and educational self-concept correlate positively. In addition, both factors were positively related to the feeling of belonging to the educational centre.

RELATIONSHIP BETWEEN SELF-CONCEPT AND ACADEMIC ACHIEVEMENT

Zahra et al (2010) revealed that there exists a significant but weak correlation between academic self-concept and academic achievement. Ahmad, Ghazali and Hassan (2011) found that there is no significant relationship between self-concept and academic achievement. Huang (2011) revealed that high self-concept is related to high academic performance and low self-concept is related to low academic performance. Kumari and Chamundeswari (2013) revealed that there is a significant and a positive relationship between self-concept and academic achievement of students at the higher secondary level. Students who have high Self-concept also have high Academic Achievement and those who have low Self-concept tend to have low Academic Achievement.

Sagar (2014) found that self-concept was only slightly positively associated with academic achievement of the students. Further, self-concept was not a predictor of academic achievement of the students. Kumari. et. al (2014) found that a significant correlation between self-concept, study habit and academic achievement of students. A significant difference is found between students at the higher secondary level in state, matriculation and central board schools, pertaining to self-concept, study habit and academic achievement. Igbo et. al. (2015) revealed that gender stereotype has significant influence on students' self-concept and academic achievement in favour of the male students. On the other hand, school location has significant influence on academic achievement of students but has no significant influence on students' self-concept.

Raino (2017) revealed that significant and positive relationship was found between academic achievement and self-concept of senior secondary school students which means that increase in academic achievement scores and increase in self-concept scores leads to increase in academic achievement scores and vice versa

Lone and Lone (2018) found that there was significant relation between self-concept and academic achievement. It means that students having high self-concept have higher academic achievement and the students having low self-concept does not have higher academic achievement. However, no significant relationship was found between self- concept and academic achievement of secondary school female students. It was also revealed that the girl students having high self-concept did not have higher academic achievement and the girl students having low self-concept does not have low academic achievement.

Li, Yang, Zhao and Li (2023) found that achievement motivation can directly affect general self-efficacy and make a positive prediction. It was also found that Perceived social support plays a mediating role between achievement motivation and general self-efficacy that was, achievement motivation can indirectly affect general self-efficacy through perceived social support.

OBJECTIVES OF THE PROBLEM

1. To study achievement motivation of secondary school students with respect to gender.
2. To study achievement motivation of secondary school students with respect to type of school.
3. To study achievement motivation of secondary school students with respect to locale.
4. To study self-concept of secondary school students with respect to gender.
5. To study self-concept of secondary school students with respect to type of school.
6. To study self-concept of secondary school students with respect to locale
7. To study relationship between achievement motivation and self-concept of secondary school students.

HYPOTHESES OF THE PROBLEM

1. There exists no significant difference in achievement motivation of boys and girls of secondary schools students.
1. There exists no significant difference in achievement motivation of government and private secondary schools students.
2. There exists no significant difference in achievement motivation of urban and rural secondary schools students.
3. There exists no significant difference in self-concept of boys and girls of secondary school students
4. There exists no significant difference in self-concept of government and private secondary schools students.
5. There exists no significant difference in self-concept of urban and rural secondary schools students.
6. There exists no significant relationship between achievement motivation and self-concept of secondary school students.

SAMPLE OF THE STUDY

A sample of 200 students studying in 9th and 10th grade of different school of Amritsar city was selected randomly for the purpose of study.

TOOLS USED

1. Self-Concept Questionnaire (Saraswati; 1999).
2. Achievement Motivation Scale (Deo and Mohan,2011)

STATISTICAL TECHNIQUES

1. t- Test was applied to determine the significant of difference between gender,types and locale.

2. Correlation was calculated to see the relationship between the two variables.

HYPOTHESIS

Hypothesis 1 was framed to examine that “There exists no significant difference in achievement motivation of boys and girls secondary schools”.

The mean, S.D., t-ratio of boys and girls were calculated to test the hypothesis. The hypothesis was examined at 0.01 levels and 0.05 level of significance. The result of this analysis is being shown below:

Table 1

Showing Mean, S.D. and t ratio of Achievement Motivation scores of boys and girls among secondary school students

Variable	Gender	N	Mean	S.D.	Df	t-value
Achievement Motivation	Boys	100	122.51	18.26	198	4.21**
	Girls	100	132.96	20.12		

Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df =198

SECONDARY SCHOOL STUDENTS

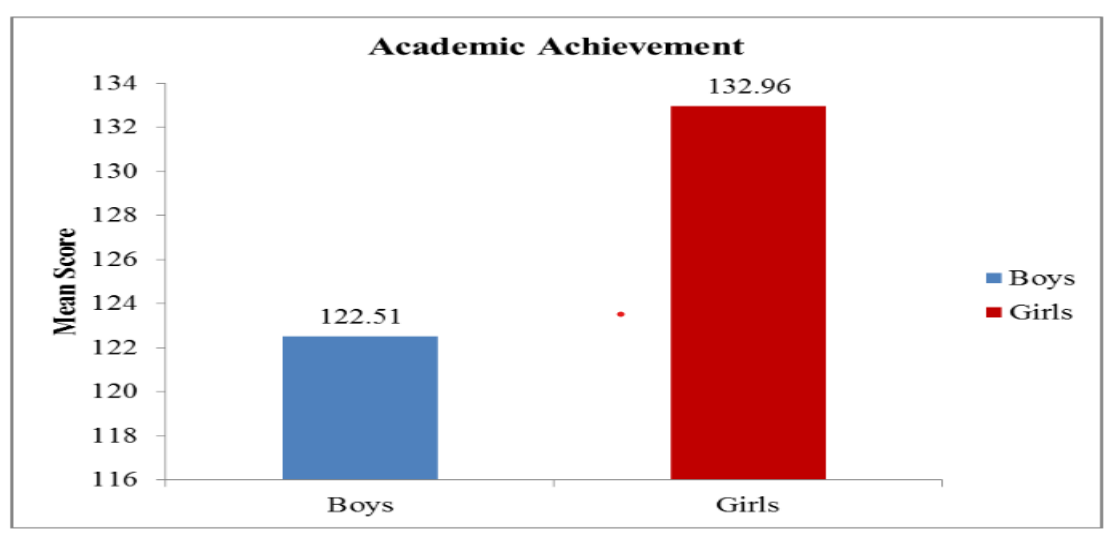


Figure 1 – Mean score of Achievement Motivation of boys and girl among Secondary school students

The table 1 and figure 1 shows that mean score of Achievement Motivation of boys comes out to be 122.51 which is lower than that of mean score of Achievement Motivation of girls whose mean score is 132.96.

In the table 4.1, the t-value is 4.21 which shows that there is no significant difference between boys and girls of secondary schools students with respect to Achievement Motivation

From the above interpretation of result, it is clear that there exists no significant difference in mean scores of Achievement Motivation of boy's secondary school students and girl's secondary school students. Thus Hypothesis 1, that “ There exist no significant difference in Achievement Motivation of boys and girls studying in secondary schools” is not rejected.

HYPOTHESIS - 2

Hypothesis 2 was framed to examine that “There exists no significant difference in Achievement Motivation of government and private secondary school students”.

The mean, S.D., t-ratio of Government and Private school students were calculated to test the hypothesis. The hypothesis was examined at 0.01 levels and 0.05 level of significance. The result of this analysis is being shown below:

Table 4.2

Showing Mean, S.D. and t- ratio of Achievement Motivation scores of Government and Private secondary school students

Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df=198

Variable	Type of school	N	Mean	S.D	Df	t-value
Achievement Motivation	Government	100	124.21	19.16	19	198
	Private	100	129.22	19.08	8	

Table 4.2

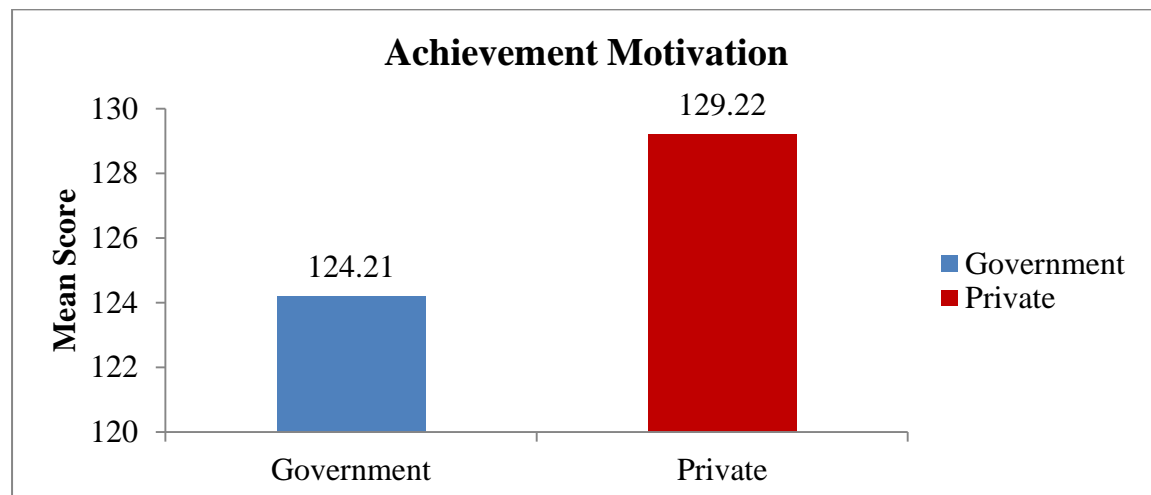


Figure 4.2: Mean score of Achievement Motivation of Government and Private Secondary school students

The table 4.2 and figure 4.2 shows that mean score of Achievement Motivation of Government school students come out to be 124.21 which is lower than that of mean score of Self-Concept of Private school students whose mean scores are 129.22.

In the table 4.5, the t-value is 1.85 which means that there exists no significant difference in Achievement Motivation of Government and private secondary school students even at 0.05 level.

From the above interpretation of result, it is clear that there exists significant difference in mean score of Achievement Motivation of Government school students and Private school students. Thus Hypothesis 2, “There exists no significant difference in self-concept of government and private secondary school students” is accepted.

HYPOTHESIS - 3

Hypothesis 3 was framed to examine that “There exists no significant difference in self-concept of Rural and Urban area secondary school students”.

The mean, S.D., t-ratio of Urban and Rural secondary school students were calculated to test the hypothesis. The hypothesis was examined at 0.01 level and 0.05 level of significance. The result of this analysis is being shown below:

Table 4.3

Showing Mean, S.D. and t ratio of Achievement Motivation scores of Urban and Rural secondary school students

Variable	Locale	N	Mean	S.D.	Df	t-value
Achievement Motivation	Urban	100	125.47	18.43	198	0.913
	Rural	100	127.95	19.97		

Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df =198

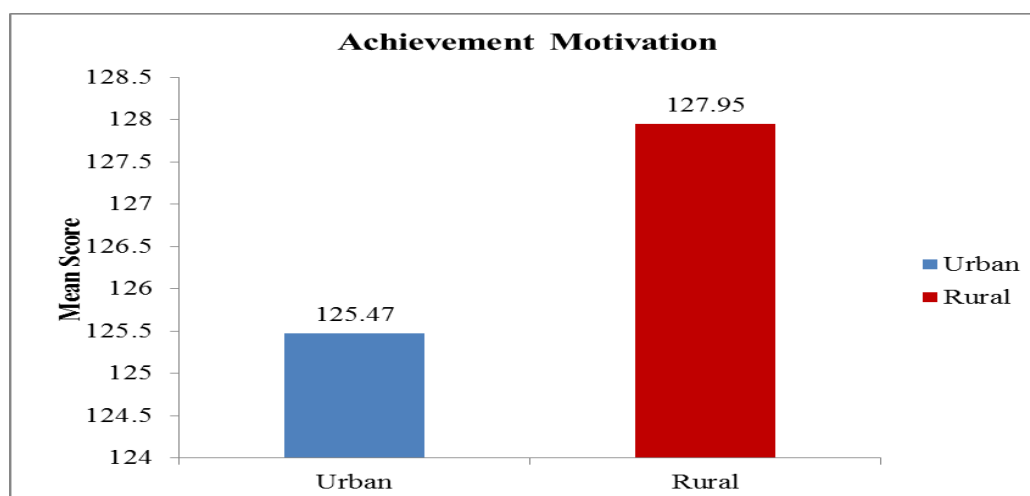


Figure 4.3: Mean score of Achievement Motivation of Urban and Rural Secondary school students

The table 4.6 and figure 4.6 shows that mean score of Achievement Motivation of Urban school students comes out to be 125.47 which is lower than that of mean score of Achievement Motivation of Rural school students whose mean score is 127.95.

In the table 4.3, the t-value is 1.05 which shows that that there is no significant difference between Urban and Rural secondary schools students with respect to Achievement Motivation

From the above interpretation of result, it is clear that there exists no significant difference in mean scores of Achievement Motivation of Urban secondary school students and rural secondary school students. Thus Hypothesis 6, “There exists no significant difference in Achievement Motivation of rural and urban area secondary school students “that is no rejected.

HYPOTHESIS - 4

Hypothesis 4 was framed to examine that “There exists no significant difference in Self-Concept of boys and girls studying in secondary schools”.

The mean, S.D., t-ratio of boys and girls were calculated to test the hypothesis. The hypothesis was examined at 0.01 levels and 0.05 level of significance. The result of this analysis is being shown below:

Table 4.4

Showing Mean, S.D. and t ratio of Self-Concept scores of boys and girls among secondary school students

Variable	Gender	N	Mean	S.D.	Df	t-value
Self-Concept	Boys	100	191.69	14.92	198	1.26
	Girls	100	194.41	15.58		

Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df =198

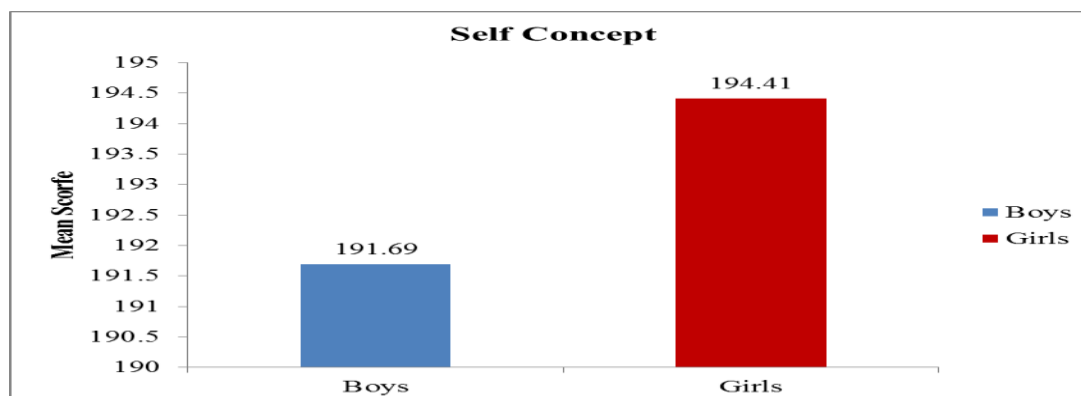


Figure 4.4 – Mean score of Self-Concept of boys and girls among Secondary

The table 4.1 and figure 4.1 shows that mean score of Self-Concept of boys comes out to be 191.69 which is lower than that of mean score of Self-Concept of girls whose mean score is 194.41.

In the table 4.1, the t-value is 1.26 which shows that there is no significant difference between boys and girls of secondary schools students with respect to Self- Concept.

From the above interpretation of result, it is clear that there exists no significant difference in mean scores of Self-Concept of boy"s secondary school students and girl"s secondary school students. Thus Hypothesis 4, that " There exis no significant difference in Self- Concept of boys and girls studying in secondary schools" is not rejected.

HYPOTHESIS - 5

Hypothesis 5 was framed to examine that "There exists no significant difference in self concept of government and private secondary school students".

The mean, S.D., t-ratio of Government and Private school students were calculated to test the hypothesis. The hypothesis was examined at 0.01 level and 0.05 level of significance. The result of this analysis is being shown below:

Table 4.5

Showing Mean, S.D. and t ratio of self-concept scores of Government and Private secondary school students

Variable	Type of school	N	Mean	S.D.	Df	t-value
Self-Concept	Government	100	190.18	15.26	198	1.98
	Private	100	195.92	15.06		

Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df =198 0.05 level of the confidence

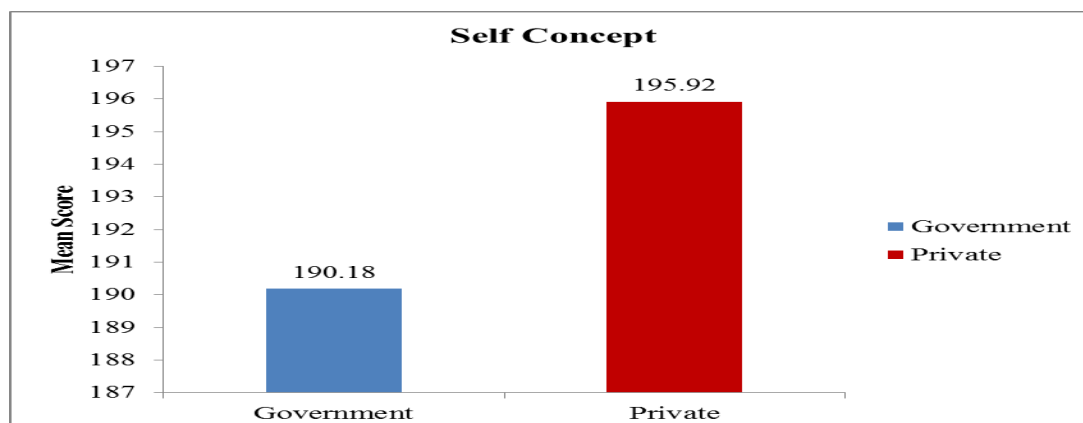


Figure 4.5 – Mean score of Self-Concept of Government and Private Secondary school students

The table 4.5 and figure 4.5 shows that mean score of Self-Concept of Government school students come out to be 195.18 which is higher than that of mean score of Self-Concept of Private school students whose mean scores are 190.92.

In the table 4.5, the t-value is 1.98 which shows that Government school students have more Self-Concept as compared to Private school students. The t-value is 1.98 which means that difference in Self-Concept of Government school students is significantly high as compared to Private School students at 0.05 level.

From the above interpretation of result, it is clear that there exists significant difference in mean score of Self-Concept of Government school students and Private school students. Thus Hypothesis 5, “There exists no significant difference in self concept of government and private secondary school students” is rejected, as the Government school students were found to be better Self-Concept as compared to Private School Students.

HYPOTHESIS - 6

Hypothesis 6 was framed to examine that “There exists no significant difference in self concept of Rural and Urban area secondary school students”.

The mean, S.D., t-ratio of Urban and Rural secondary school students were calculated to test the hypothesis. The hypothesis was examined at 0.01 level and 0.05 level of significance. The result of this analysis is being shown below:

Table 4.3

Showing Mean, S.D. and t ratio of self-concept scores of Urban and Rural secondary school students

Variable	Locale	N	Mean	S.D.	Df	t-value
Self-Concept	Urban	100	191.91	14.99	198	1.05
	Rural	100	194.91	15.54		

Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df =198

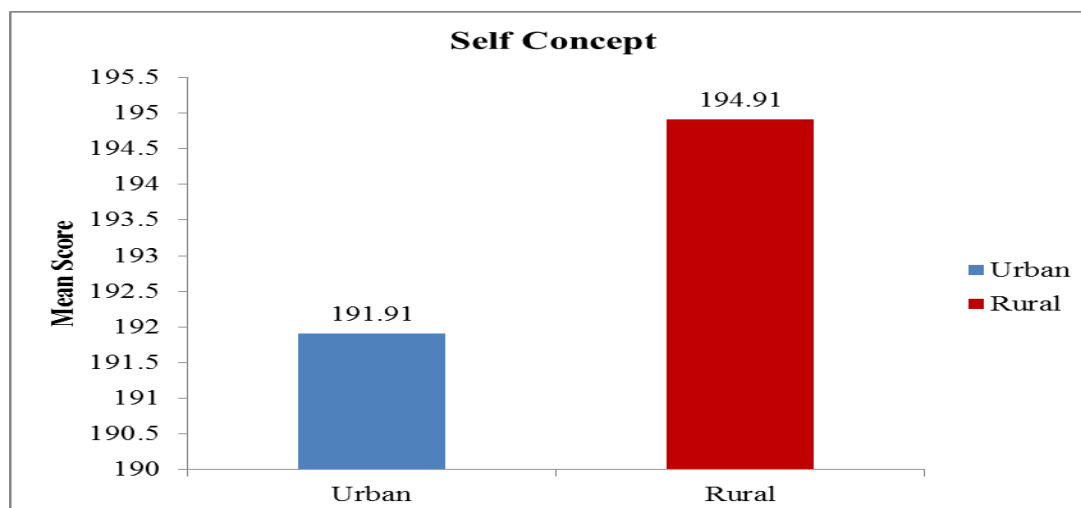


Figure 4.6 – Mean score of Self-Concept of Urban and Rural Secondary school students

The table 4.6 and figure 4.6 shows that mean score of Self-Concept of Urban school students comes out to be 191,91 which is lower than that of mean score of Self-Concept of Rural school students whose mean score is 194.19.

In the table 4.3, the t-value is 1.05 which shows that that there is no significant difference between Urban and Rural secondary schools students with respect to Self- Concept.

From the above interpretation of result, it is clear that there exists no significant difference in mean scores of Self-Concept of Urban secondary school students and rural secondary school students. Thus Hypothesis 6, “There exists no significant difference in self concept of rural and urban area secondary school students “that is no rejected.

CORRELATION ANALYSIS

HYPOTHESIS 7

“There exists no significant relationship between Achievement Motivation and self- concept of secondary school students”.

In order to test this hypothesis Pearson coefficient of correlation was applied between Self-Concept and Educational Aspiration among secondary school students. The result of the analysis was reported in table 4.7 shows Pearson coefficient of correlation between Self-Concept and Educational Aspiration among secondary school students.

Table 4.7

Relationships between Achievement motivation and self-concept among secondary school students

Variable	N	Df	Correlation value of „r“	Level of significance
Self-Concept	200	198	0.136	not Significant at 0.05 level
Educational Aspiration				

Critical value 0.138 at 0.05 level and 0.181 at 0.01 level, df =198

From table 4.7, the coefficient of correlation between Self-Concept and Educational Aspiration among secondary school students comes out to be 0.136. The obtained value of „r“ is less than the value 0.138 significant at 0.05 levels and 0.181 significant at 0.01 level. It

is clear that there is no relationship between the two variables i.e. Achievement motivation and Self-Concept among secondary school students.

From careful analysis of the result shown in the table 4.7 as well as statistical computation of „r“ value, we come to this conclusion that the hypothesis 7 which states that “There exists no significant relationship between self- concept and educational aspirations of secondary school students” is rejected.

FINDINGS OF THE STUDY

1. There exists significant difference in achievement motivation of boys and girls of secondary schools students.
1. 2There exists no significant difference in achievement motivation of government and private secondary schools students.
2. There exists no significant difference in achievement motivation of urban and rural secondary schools students.
3. There exists no significant difference in self-concept of boys and girls of secondary school students
4. There exists significant difference in self-concept of government and private secondary schools students.
5. There exists no significant difference in self-concept of urban and rural secondary schools students.
6. There exists no significant relationship between achievement motivation and self-concept of secondary school students.

EDUCATIONAL IMPLICATION

In the light of finding of the present study it is found that the development of can help the students to develop the positive self- concept and also very advantageous in improving their achievement at present level and as well as for lifelong learning. Therefore, it is suggested that.

1. The present study will help the teacher to find out the different levels of self – concept of students with respect to gender.
2. By identifying the students with low self-concept school teacher should give special attention to students with low self –concept to improve their performance.
3. Teacher should act as a role model for the children.
4. Modern education is aim at the all –round development of the personality and the self-concept and achievement motivation plays an important role as who have high self-concept and high education aspirations score good marks academically and their performance is good.
5. As achievement motivation and self –concept are key factor of successful learning, general behaviour patterns and high participation in school activities , so to foster positive self-concept and high achievement motivation among students ,teachers should apply various intervention strategies to foster positive personality traits among them.

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