
CONFLUX

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nAs Run Behind the Undiscovered Areas of Knowledge
PUBLISHERS RUN BEHIND THE UNDISCOVERED AREAS OF KNOWLEDGE

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“Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well.”

Aristotle

dedicated to

**The Ones
Deprived of Education**

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SELF-CONCEPT AND ACHIEVEMENT MOTIVATION OF HIGH SCHOOL STUDENTS

A.S. Arul Lawrence¹ and A. Vimala²

Abstract

The present study Self-concept and Achievement Motivation of High School Students was investigated to find the relationship between Self-concept and Achievement Motivation of High School Students. Data for the study were collected using Self-concept Questionnaire developed by Raj Kumar Saraswath (1984) and Achievement Motive Test (ACMT) developed by V.P. Bhargava (1994). The investigator used simple random sampling technique for selecting the sample. The sample consists of 250 high school students. For analyzing data 't' test, ANOVA and Pearson's product moment co-efficient correlation were the statistical techniques used. Finding shows that there is a significant relationship between self-concept and achievement motivation of high school students.

Key words: *Self-concept, self-esteem, Achievement Motivation, Achievement, Motivation, High School Students.*

INTRODUCTION

Stanley Hall (1904) described adolescence as a period of great “storm and stress”, corresponding to the time when the human race was in a turbulent, transitional stage on the way to becoming civilized (Lama Majed Al-Qaisy and Jihad Turki, 2011). Adolescence is the period of heightened sensitivity for rapid learning and of critical acquisitions which determine the general style of adult life. Adolescence is the period of transition from a relatively dependant childhood to the psychological, social and economic self sufficiency of adulthood (Shubhangi Kamble, 2009). It is the time during which many developmental changes takes place in the individual like the way he thinks, looks and behaves. Adolescence is the period of time when the surge of life reaches its highest peak (Jersild, 1963). Adolescence can be a time of high risk for children, where newfound freedoms can result in decisions that drastically open up or close off life opportunities. Achievement during this period can be a stepping stone for the forthcoming year. Only if an adolescent has good achievement motivation and self-concept he can succeed in life.

Self-concept is considered by many researchers as the central theme of life which affects all relationships, performances and achievements either positively or negatively. The basic assumption is that individuals who feel good about themselves and their abilities are the ones who are most likely to succeed. Academic success or failure appears to be as deeply rooted in concept of self as it is in measured mental ability. Motivation is generally defined as internal condition that stimulates, directs and maintains behavior. There is a strong relationship between learning and motivation. According to Abraham Maslow when the need for love and belongingness are met, individual can then focus on higher level needs of intellectual achievement. At this stage, the urge to learn increases (Woolfolk, 2004). Lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. According to Deci and Ryan (2000) motivation is greatly appreciated because of the consequences it produces. The attitude that is often used in conjunction with motivation to achieve is self concept, or the way one thinks about oneself to perform a task successfully. There is considerable evidence to support the contention that positive academic self-concept contributes to academic achievement by enhancing the motivation to achieve (Riffat-Un-Nisa Awan, Ghazala Noureen & Anjum Naz, (2011).

This study's purpose is to explore student achievement motivation, their self concept and how these factors impact them.

SIGNIFICANCE OF THE STUDY

Self-concept is an important element in the growth and developmental process for individual human beings. High school education is the foundation for higher education. In high schools, curriculum is common; also the students of this age are adolescents. Self-concept at school seems to be affected by the image that other significant persons (teachers, parents, peers) have of the pupil (Burns, 1982; Cugmas, 1992; Harter, 1986) and by social comparison with others in the same setting (Rogers, Smith, Coleman, 1978). Those who have high self-concept can easily develop high level of intrinsic motivation within themselves which leads to great achievement. Achievement motivation, as it relates to students, is very

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important. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not guarantee achievement. Similarly, achievement does not reflect motivation (Keefe and Jenkins, 1993).

All students are influenced by a need to achieve. It causes them to want to be successful at what they attempt. But each student is affected to different degrees. Students who are intrinsically motivated participate in learning activities for their own sake; they desire the outcome. They do not need rewards or praise; they find satisfaction in knowing that what they are learning will be beneficial later. They want to master the task, and they believe it is under their control to achieve mastery. The work may reflect personal interest or be a new challenge.

Our self-concept and how competent we feel is what gives the motivation to achieve certain goals. Therefore the investigator desires to study the self-concept and achievement motivation in high school students. So, the following topic has been selected by the investigator for the research.

STATEMENT OF THE PROBLEM

“Self-Concept and Achievement Motivation in High School Students”. The investigator adopted the following definitions for the terms used in this title.

Self-concept

Baumeister (1999) defines *self-concept* as "the individual's belief about himself or herself, including the person's attributes and who and what the self is".

Self-concept is defined as a “Concept regarding individuals own self-evaluation of himself, feeling that one has about himself” (Prasad and Thakur, 1977).

Self-concept is defined as the sum total of person’s perceptions about his /her physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. It also includes attitudes of himself or herself as a person, his/her worth, his or her right to have his/ her own feelings and thoughts and making his /her own decisions (Sood, 2006).

Self-concept is an individual's awareness of her/his own identity. There are three aspects of this concept: self-image (of what the person is), ideal self (what the person wants to be) and self-esteem (what the person feels about the discrepancy between what s/he is and what s/he would like to be) (Lawrence, 1996).

Achievement Motivation

Atkinson (1966) defines achievement motivation as the striving to increase one's capacity or activities in which a stand of excellence is to apply and where the execution of such activities can either succeed or fail.

Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark, & Lowell, 1953).

High School Students

High school students refer to the students those who are studying IX and X standard in high and higher secondary schools.

OBJECTIVE OF THE STUDY

To find the relationship between Self-concept and Achievement Motivation of high school students.

NULL HYPOTHESES

1. There is no significant difference between high school boys and girls in their self-concept.
2. There is no significant difference among rural, sub-urban and urban high school students in their self-concept.
3. There is no significant difference among government, aided and unaided high school students in their self-concept.
4. There is no significant difference between high school boys and girls in their achievement motivation.
5. There is no significant difference among rural, sub-urban and urban high school students in their achievement motivation.

6. There is no significant difference among government, aided and unaided high school students in their achievement motivation.
7. There is no significant relationship between the self-concept and achievement motivation of high school students.

METHOD

Self-concept Questionnaire developed by Raj Kumar Saraswath (1984) and Achievement Motive Test (ACMT) developed by V.P. Bhargava (1994) were used for the collection of data. The reliability of Self-concept questionnaire and Achievement Motive Test were 0.91 and 0.87 respectively. The investigator has adopted survey method for this study.

Population for this study was students studying IX and X standard in high and higher secondary schools in Tirunelveli district.

The investigator used simple random sampling technique for selecting the sample. The sample consists of 250 high school students from 8 schools. Among them 170 are boys and 80 are girls.

For analyzing data ‘t’ test, ANOVA, and Pearson's product moment co-efficient correlation were used as the statistical techniques.

DATA ANALYSIS AND FINDINGS

Findings based on the hypotheses and followed by data analysis are given as follows;

Table 1. Difference in Self-Concept of High School Students with Reference to Gender

	Gender	N	Mean	SD	df	Calculated ‘t’ value	Table Value	Remarks at 5% level of significance
Self-concept	Boys	170	19.04	4.196	248	2.617	1.96	Significant
	Girls	80	20.37	2.587				

Table 1 shows that there is significant difference between high school boys and girls in their self-concept.

Table 2. Difference in Self-concept of High School Students with Reference to Locality of School

	School Locality	Mean	SSb	SSw	df	Calculated ‘F’ Value	Table Value	Remarks at 5% level of significance
Self-concept	Rural	19.21			2,247	13.135	3.04	Significant
	Semi-urban	16.24	346.28	3255.96				
	Urban	20.24						

Table 2 shows that there is significant difference among rural, sub-urban and urban high school students in their self-concept.

Table 3. Difference in Self-concept of High School Students with Reference to Type of School

	Type of School	Mean	SSb	SSw	df	Calculated ‘F’ Value	Table Value	Remarks at 5% level of significance
Self-concept	Govt.	18.82			2,247	6.362	3.04	Significant
	Aided	19.04	176.47	3425.77				
	Un-aided	20.87						

Table 3 shows that there is significant difference among government, aided and unaided high school students in their self-concept.

Table 4. Difference in Achievement Motivation of High School Students with Reference to Gender

Achievement Motivation	Gender	N	Mean	SD	df	Calculated 't' value	Table Value	Remarks at 5% level of significance
	Boys	170	19.46	3.45	248	3.612	1.96	Significant
Girls	80	21.01	2.41					

Table 4 shows that there is significant difference between high school boys and girls in their achievement motivation.

Table 5. Difference in Achievement Motivation of High School Students With Reference to Locality of School

Achievement Motivation	School Locality	Mean	SSb	SSw	df	Calculated 'F' Value	Table Value	Remarks at 5% level of significance
	Rural	20.27						
Semi-urban	18.16	92.08	2515.51	2,247	4.521	3.04	Significant	
Urban	20.08							

Table 5 shows that there is significant difference among rural, sub-urban and urban high school students in their achievement motivation.

Table 6. Difference in Achievement Motivation of High School Students with Reference to Type of School

Achievement Motivation	Type of School	Mean	SSb	SSw	df	Calculated 'F' Value	Table Value	Remarks at 5% level of significance
	Govt.	20.35						
Aided	19.34	94.88	2512.71	2,247	4.664	3.04	Significant	
Un-aided	20.73							

Table 6 shows that there is significant difference among government, aided and unaided high school students in their achievement motivation.

Table 7. Relationship between Self-Concept and Achievement Motivation of High School Students

Self-Concept and Achievement Motivation	N	Calculated 'γ' Value	Table Value	Remarks at 5% level of significance
	250	0.194	0.139	Significant

Table 7 shows that there is significant relationship between the self-concept and achievement motivation of high school students.

CONCLUSIONS

Based on the analysis of data the investigators conclude the finding that there is significant difference in the self-concept of high school students in terms of gender, locality and type of school. There

is significant difference in the achievement motivation of high school students in terms of gender, locality and type of school.

There is significant relationship between the self-concept and achievement motivation of high school students.

From this study, 't' test reveals that the girls (M=20.37) are better than the boys (M=19.04) in their self-concept. This is due to the fact that girls are given much more importance than the boys in family and society. Now they are getting equal opportunities and they occupy high positions in almost all fields.

'F' test reveals that the students studying in the urban schools (M=20.24) are better than the students from rural (M=19.21) and semi-urban (M=16.24) schools in their self-concept. This is due to the fact that the students from urban schools are exposed to great facilities and equipment and they get rich experiences. This may help them in enriching their mind and excel in their self-concept.

'F' test reveals that the unaided school (M=20.87) students are better than the aided school (M=19.04) and government school (M=18.82) students in their self-concept. This is due to the fact that the unaided school students have sound financial assistance to meet their basic needs and they concentrate more on their studies. They may have adequate freedom and motivation for their learning. In their schools, the teachers may also harness their efforts to reach the desired aims and goals.

't' test reveals that the girls (M=21.01) are better than the boys (M=19.46) in their achievement motivation. This is due to the fact that females are hard working, interested in studies, having less distraction due to the technological exposure than the males. So, they have more achievement motivation.

'F' test reveals that the students studying in the rural schools (M=20.27) are better than the students from urban (M=20.08) and semi-urban (M=18.16) schools in their achievement motivation. This is due to the fact that the students from rural schools are not given adequate training and coaching. Their parents may be illiterate and have low income. This motivates them to study well and achieve in life.

'F' test reveals that the un-aided school (M=20.73) students are better than the government school (M=20.35) and aided school (M=19.34) students in their achievement motivation. This is due to the fact that the unaided schools are conducting extra coaching classes, life skills programme to the students in order to bring their talents out. In their schools the teachers may also harness their efforts to reach the desired aims and goals. Un-aided school students realise the importance of studies and the teachers also guide the students properly to gain achievement motivation.

The correlation analysis reveals that there is a significant relationship between self-concept and achievement motivation of high school students. This is due to the fact that the students with high self-concept are aware of their strengths and weaknesses and know about their capabilities. Therefore, they are able to rectify their weaknesses and develop their strengths to achieve higher in this competitive world.

From the present study it is found that the self-concept and achievement motivation of high school students is moderate. It is found out that there is a positive relationship between the self-concept and achievement motivation of high school students. To improve the self-concept of high school students, efforts must be taken by the teachers and parents to provide a good environment both inside and outside the school. By this way, they will develop their self-concept which will further lead to understanding of their capabilities, strengths, weaknesses, interests, attitude, aptitude, emotions, knowledge etc. this will finally lead them to develop a high level of achievement motivation.

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There is no doubt that quality education is a guarantee to quality of life and a secure future. When we talk about various plans, projects and schemes like Sarva Shiksha Abhiyaan, Education for All and Mid-Day Meal and laws like the Right to Education Act to promote and ease the access to education, we actually aim for social development of our nation. But are we, the citizens, especially the youth of India, actually dedicated to the cause of making education accessible to all the children of India?

Let us join together to have a time

'No more privileged and the deprived'

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