



## SELF-CONCEPT AND ACHIEVEMENT MOTIVATION OF ADOLESCENT STUDENTS

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**Abstract :** *The present study Self-concept and Achievement Motivation of adolescent students were investigated to find the relationship between Self-concept and Achievement Motivation of adolescent 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 200 adolescent 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 adolescent students.*

**Key words:** *Self-concept, self-esteem, Achievement Motivation, Achievement, Motivation, Adolescent students.*

### INTRODUCTION

Adolescence is a time of rapid development of growing to sexual maturity, discovering one's real self, defining personal values and finding one's own vocational and social directions. It is also a time of testing of pushing against one's own capabilities and the limitations imposed by adults. Adolescence is the most impressionable period of human life and it is a period of transition between childhood and adulthood. As the child enters adolescence there are marked changes both in its physical and mental life. It comes approximately in between the years 13 to 19. Adolescence is an important development stage as it has both immediate and long term effects on attitude and behavior. It is also a time when physical and psychological maturation growth in psychosocial and psycho-sexual spheres of life that are

marked by accomplishment of three specific tasks namely surrender of childhood dependence on parents, identity formation with respect to sexual, intellectual and moral dimensions and definition of career goals, profession, vocation, personal life style, choice and intra family relationships and integrating the experiences. Adolescents therefore, have very special and distant needs. This should be understood and appreciated by parents as well as by educational fraternity because it is in these two institutions that the individual spends most formative years of life.

Period of adolescence is the most crucial period in the life of human beings. Adolescence is the time when the urge of life reaches its highest peak. The adolescent's life is or might be full of hopes. The adolescent tries to have freedom to think and set his/her own goals and discovers means to enjoy.



Although he/she is not fully mature to shoulder the responsibilities of life he/she enjoy in youthful dreams. Love and power become strong motivating force in life. Adolescence is a time of great tension.

Considering adolescence self conception, self esteem and identity formation perhaps no period of the life span is more important to the development of the self than adolescence.

Cattell (1957) referred to self concept as the key stone of personality. Its importance step from its influence over the quality of a behavior and his method of adjustment to life situation.

Roger (1970) defined self concept as, an organized configuration of perceptions of the self which are admissible to awareness. It is composed by such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects and the goals and ideal with perceived as having positive violence.

The concept of self has three major components such as Perceptual Conceptual and Attitudinal. The dimensions of self concept are physical self, family self, social self, personal self, moral self, identity self, temperamental self, educational self and ethical self. Self concept has been shown to be an important constituent of human personality and central feature of self-knowledge and it has been linked to a broad range of thoughts, feelings and actions. Children with overall high self concept are confident about their abilities to accomplish their goals, academic

competence and relationship with parents and peers.

The self concept, which is a key element in the nature of ones personality, is a concept which implies active intellectual awareness and control. It points out the personality is not just a sum of traits-one added to another, but rather the different traits (or) manifest aspects of the personality which are held together and influenced by central core collected the concept of self.

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.

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 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 adolescent students. So, the following topic has been selected by the investigator for the research.

#### OBJECTIVE OF THE STUDY

To find the relationship between Self-concept and Achievement Motivation adolescent students.

#### NULL HYPOTHESES

1. There is no significant difference between adolescent boys and girls in their self-concept.
2. There is no significant difference among rural, sub-urban and urban adolescent students in their self concept.
3. There is no significant difference among government, aided and unaided adolescent students in their self-concept.
4. There is no significant difference between adolescent boys and girls in their achievement motivation.
5. There is no significant difference among rural, sub-urban and urban adolescent students in their achievement motivation.
6. There is no significant difference among government, aided and unaided adolescent students in their achievement motivation.
7. There is no significant relationship between the self-concept and achievement motivation of adolescent students.



**METHOD OF THE STUDY**

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 standard in high schools of Rural and Urban Vijayawada in Andhra Pradesh. The investigator used simple random sampling technique for selecting the sample. The sample consists of 200 adolescent students from 8 schools. Among them 100 are boys and 100 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 Adolescent students with Reference to Gender

Sr. No.	Type of Students	N	Mean	S.D	t-value	5% level of significance
1	Boys	100	19.14	4.296	2.625	Significant
2	Girls	100	20.27	2.687		

Above table shows that there is significant difference between adolescent boys and girls in their self-concept.

**Table 2. Difference in Self-concept of Adolescent students with Reference to Locality of School**

School Locality	Mean	SSb	SSw	df	F-value	5% level of significance
Rural	20.21	356.24	3259.96	2.254	13.144	significant
Semi-urban	17.24					
Urban	21.24					

Above table shows that there is significant difference among rural, sub-urban and urban adolescent students in their self-concept.

**Table 3. Difference in Self-concept of Adolescent students with Reference to Type of School**

Type of School	Mean	SSb	SSw	df	F-value	5% level of significance
Govt.	19.82	178.57	3436.44	2.253	6.272	significant
Aided	20.04					
Un-Aided	21.87					

Above table shows that there is significant difference among government, aided and unaided adolescent students in their self-concept.



**Table 4. Difference in Achievement Motivation of Adolescent students with Reference to Gender**

Sr. No.	Type of Students	N	Mean	S.D	t-value	5% level of significance
1	Boys	100	20.46	3.55	3.515	Significant
2	Girls	100	22.01	2.51		

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

**Table 5. Difference in Achievement Motivation of Adolescent students with Reference to Locality of School**

School Locality	Mean	SSb	SSw	df	F-Value	5% level of significance
Rural	21.27	93.06	2495.51	2.317	4.431	Significant
Semi-urban	19.16					
Urban	21.08					

Above table shows that there is significant difference among rural, sub-urban and urban adolescent students in their achievement motivation.

**Table 6. Difference in Achievement Motivation of Adolescent students with Reference to Type of School**

Type of School	Mean	SSb	SSw	df	F-Value	5% level of significance
Govt.	21.35	95.48	2521.54	2,547	4.764	Significant
Aided	20.34					
Un-Aided	21.73					

Above table shows that there is significant difference among government, aided and unaided adolescent students in their achievement motivation.

**Table 7. Relationship between Self-Concept and Achievement Motivation of Adolescent students**

Self-Concept and Achievement Motivation	N	Calculated " $\chi^2$ " Value	Table Value	5% level of significance
	200	0.204	0.149	Significant

Above table shows that there is significant relationship between the self-concept and achievement motivation of adolescent students.

## CONCLUSIONS

Based on the analysis of data the investigators conclude the finding that there is significant difference in the self-concept of adolescent students in terms of

gender, locality and type of school. There is significant difference in the achievement motivation of adolescent students in terms of gender, locality and type of school. There is significant relationship between the self-concept and



achievement motivation of adolescent students.

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