

## **A Study of Effect of Self-Concept on Achievement Motivation of Secondary Students**

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### **ABSTRACT**

Self concept is the variable which influences the individual's behavior in many ways. Many studies revealed that self concept and achievement motivation both the variables affect academic achievement of any student. The present study is an attempt to explore the effect of self-concept on achievement motivation of secondary students. A sample of 200 secondary boys' students of art and science side from eight secondary schools of Jhansi city was randomly selected. Swatva Bodh Parikshan self-concept test, developed by Dr. R.P. Verma & Dr. P.K. Goswami and Achievement Motivation Test, developed by T.R. Sharma were administered on them. The results revealed that achievement motivation of those students who possess high self-concept was higher than that of who possess low self-concept. Therefore achievement motivation is affected by self-concept of secondary students.

Keywords: Self-Concept, Achievement Motivation, Secondary Students

## **INTRODUCTION:**

Academic failure and under achievement of students in their scholastic field have been a matter of anxious concern to educationists, psychologist and other researchers for the past several decades. Sometimes it is observed that academic achievement of a student is not so much high as it should be according to his ability. Many factors could be responsible and achievement motivation is one of them. Achievement is a powerful motive. This is a motive to accomplish something to succeed at what one undertake and avoid failure. The strength of achievement motive varies from individual to individual. Therefore academic achievement of student, who possesses high achievement motivation, is better.

Many researches expressed that academic achievement of an individual tends to be influenced by his self concept. Therefore self-concept is another variable which affects the academic achievement. Self concept is the image that people have of themselves. They are the composite beliefs they have about themselves, their physical, psychological, social & emotional characteristics, their aspirations & their achievements. A person with good self concept works hard to achieve higher order goal to fulfill his own concept or expectation. If students don't get opportunity for expressions of their views, development of their interests, participation in co-curricular activities, they feel maladjusted and it affects their academic achievement and self concept also.

Therefore we can say that academic achievement is affected by both the two variables; achievement motivation and self-concept. Now there arises a question "Is one's achievement motivation affected by his self-concept?" Therefore to find out the effect of self-concept on achievement motivation the present study has been designed.

### **The Objectives of the Present Study:**

- 1- To find out the effect of self concept on achievement motivation of art side secondary students.
- 2- To find out the effect of self concept on achievement motivation of science side secondary students.

### **Hypothesis of the Present Study:-**

- 1- Self concept affects the achievement motivation of art side secondary students.
- 2- Self concept affects the achievement motivation of science side secondary students.

### **Method:**

The Present study is a survey research. The research has observed the facts, collected data and analyzed them statistically.

### **Sample of the Present study**

The present study was conducted on randomly selected 200 secondary boys' students of art side and science side students from eight secondary schools of Jhansi city.

### **Tools-**

Swatva Bodh Parikshan self-concept test developed by Dr. R.P. Verma & Dr. P.K. Goswami in 1988 and Academic Achievement Motivation Test developed by T.R. Sharma in 1984, were used in the present study.

### **Analysis and Discussion:**

The framed hypotheses were testified and a proper interpretation with statistical treatment given as follows:

### Testing of Hypothesis No. 1

**Research Hypothesis (H<sub>1</sub>):** Self-concept affects the achievement motivation of art side secondary students.

**Null Hypothesis (H<sub>01</sub>):** Self-concept does not affect the achievement motivation of art side secondary students.

**Table 1**

**Showing number of students, mean, S.D. and C-R value of achievement motivation of Art side secondary students**

S. No.	Group of students	No. of Student	Mean	S.D.	C-R Value
1.	Art side students with less self concept.	50	26.90	3.75	3.445 [significant at .01 level]
2.	Art side students with high self concept.	50	30.20	5.65	

The mean value of achievement motivation of art side students with high self concept was 30.20, which is higher than the mean value of achievement motivation of art side students with low self concept (M= 26.90) and the mean difference was found significant at .01 level. Thus null Hypothesis is rejected and research hypothesis that self concept affects the achievement motivation of art side secondary students, is accepted.

### Testing of Hypothesis No. 2

**Research Hypothesis (H<sub>2</sub>):** Self-concept affects the achievement motivation of science side secondary students.

**Null Hypothesis ( $H_{02}$ ):** Self-concept does not affect the achievement motivation of science side secondary students.

**Table 2**

**Showing number of students, mean, S.D. and C-R value of achievement motivation of Science side secondary students**

S. No.	Group of Students	No. of Student	Mean	S.D.	C-R Value
1.	Science side students with less self concept.	36	28.20	2.98	4.35 [significant at .01 level]
2.	Science side students with high self concept.	64	31.57	4.74	

The mean value of achievement motivation of science side students with high self concept ( $M=31.57$ ) was higher than the mean value of achievement motivation of art side students with low self concept ( $M=28.20$ ) and it was found significant at .01 level. Therefore null Hypothesis is rejected and research hypothesis that self concept affects the achievement motivation of Science side secondary students, is accepted.'

### **Conclusion:**

On the basis of the results, it can be concluded that achievement motivation of those students who possess high self-concept was higher than that of who possess low self-concept. Therefore achievement motivation is affected by self-concept of secondary students.

### **Suggestion:**

Achievement motivation which is responsible for academic achievement is highly affected by self concept therefore teacher should give

proper guidance and provide better environment so that a positive self concept would be develop in students and they could adjust more efficiently. Teachers should provide opportunity for expression of their views, development of their interests, and participation in co-curricular activities.

Guardian should provide the proper atmosphere to develop the self concept of students. If children do not get proper attention and care at home and so they feel maladjusted therefore. Therefore if we raise the achievement of students it affects their personality also. Thus if the educationists emphasis on self concept of students their achievement motivation can be enhanced and the situation of frustration, tension and maladjustment can be cured to a greater extent.

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