

## ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACHIEVEMENT MOTIVATION AND SELF CONCEPT

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### ABSTRACT

*The study has been done on a sample of 200 senior secondary school students of Chandigarh. Achievement motivation test by VP Bhargava and self concept rating scale by Pratibha Deo have been used for collecting the data. The results reveal that there are differences in the academic achievement of boys and girls. In the case of achievement motivation boys and girls do not differ significantly. In both the groups- boys and girls some components of the self concept were found in high value where as in some components the boys and girls have low value. The relationship between academic achievement and achievement motivation is not significant. But the relationship between academic achievement and self concept variables is significant. Negative correlation has been found in achievement motivation and self concept.*

### INTRODUCTION

#### Academic Achievement

The term 'Academic Achievement' is applied to academic status of the child in different subjects as well as in different classes.

#### Achievement Motivation

In general achievement motivation is expectancy of finding satisfaction in the mastery of difficult and challenging performance whereas in education it stands for the pursuit excellence.

#### Self Concept

An individual's self is a much comprehensive term which includes many more constructs in physical, social, emotional, behavioural etc. level. The self concept includes the central picture of what I am, as a person with a particular history and sets of aspirations.

The achievement motivation and self concept play important role in academic achievement. Achievement motivation is basically a great need to do well.

### OBJECTIVES OF THE STUDY

1. To study the academic achievement of boys and girls of Senior Secondary Schools.
2. To study the achievement motivation of boys and girls of senior secondary schools.

3. To study the self concept of boys and girls of senior secondary schools.
4. To study the academic achievement of senior secondary school students in relation to their achievement motivation.
5. To study the academic achievement of senior secondary school students in relation to their self concept.
6. To study the achievement motivation of senior secondary school students in relation to their self concept.

### HYPOTHESES

1. There will be significant difference in the academic achievement of boys and girls of Senior Secondary schools.
2. There will be significant difference in the achievement motivation of boys and girls of Senior Secondary schools.
3. There will be significant difference in the self-concept of boys and girls of senior secondary schools.
4. There will be significant relationship between
  - a) Academic achievement and achievement motivation of senior secondary school students.
  - b) Academic achievement and self concept of Senior Secondary School Students.

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c) Achievement motivation and self concept of Senior Secondary school students.

Variable	M <sub>1</sub>	M <sub>2</sub>	S.D. <sub>1</sub>	S.D. <sub>2</sub>	t-value
Achievement	18.24	18.50	4.084	4.178	.383
Motivation					

**SAMPLE**

Sample in present study consisted of 200 Senior Secondary Students. So the technique of sampling was random in nature.

**TOOLS**

1. Achievement Motivation Test (ACMT) by V.P. Bhargava (1994).
2. Self concept rating scale of Pratibha Deo (1997)

**TECHNIQUE OF STATISTICAL ANALYSIS**

1. Mean, S.D. and Correlation were used to study the nature and relationship of variables.
2. 't'- test was applied to test the difference among boys and girls in their academic achievement, achievement motivation and self concept.

**ANALYSIS AND INTERPRETATION OF DATA**  
**Table 1 : Mean differentials in the academic achievement of boys and girls of Govt. Senior Secondary Schools**

Variable	M <sub>1</sub>	M <sub>2</sub>	S.D. <sub>1</sub>	S.D. <sub>2</sub>	t-value
Academic Achievement	237.16	302.64	40.976	49.599	10.168

Table 1 : Shows that there are significant differences in academic achievement of boys and girls of senior secondary schools. The number of boys and girls were 100 each. The mean scores of boys and girls were 237.16 and 302.64. Its S.Ds were 40.976 and 49.599. The t-value between boys and girls was 10.168, which is significant at .01 level of significance.

**Table 2 : Mean differentials in the achievement motivation of boys and girls of Govt. Senior Secondary Schools**

Table 2 : Shows that there is no significant difference in the achievement motivation of boys and girls of senior secondary schools. The number of boys and girls were 100 each. The mean scores of boys and girls were 18.24 and 18.50. Its standard deviation were 4.084 and 4.178. The t value between the boys and girls was .383, which is not significant at any level of significance.

**Table 3 : Mean differentials between boys and girls of Govt. Senior Secondary Schools on the basis of various variables of self concepts**

Variable	M <sub>1</sub>	M <sub>2</sub>	S.D. <sub>1</sub>	S.D. <sub>2</sub>	t-value
Ic	19.78	19.21	6.444	6.474	.624
EC	-6.84	-3.65	8.173	8.113	2.766
CC	39.03	33.61	11.685	20.261	2.310
SC	17.09	17.93	6.181	7.873	.838
AC	15.08	15.23	3.846	2.537	.319
Total	76.08	94.01	30.610	27.383	4.368

Table 3 : Shows that the mean scores of boys and girls of Govt. Senior Secondary School on intelligence composite were 19.78, 19.21. Its SD were 6.444 and 6.474. The 't' value was .624, which is not significant at any level of significance. Mean score of boys & girls on emotional composite were -6.84, -3.65. Its SD were 8.173 and 8.113. The 't' value was 2.766, which is significant at .01 level. On character composite variables the mean scores of boys and girls were 39.03 and 33.61. Its SD were 11.685, 20.261. The 't' value is 2.310, which is significant at .01 level on social composite mean scores of boys and girls were 17.09 and 17.93. Its SDs were 6.181 and 7.873. The 't' value is .838, which is not significant at any level of significance. Means of boys and girls on

Aesthetic composite were 15.08 and 156.23. Its SDs were 3.846 and 2.537 and 't' value was .319, which is not significant at any level of significance. The total of all the variables of self concept were 76.08 and 94.01. Its SD were 30.616 and 27.383. The 't' value is 4.368, which is significant at .01 level.

**Table 4 : Relationship between Academic Achievement, Achievement Motivation and Self concept of Govt. Senior Secondary School Students**

Variables	Ach. Motivation	IC	EC	CC	SC	AC	Total
Academic Achievement	.000	0.45	0.97	.196**	.152*	-.003	.263**
Achievement Motivation	-	.125	-.097	.152*	0.172	.038	-.058

Tables 4 : Shows that coefficient of correlation between academic achievement and achievement motivation is .000 which is in significant. Coefficients of correlation between academic achievement and intelligence composite, academic achievement & emotional composite are 0.45 and 0.97 which are significant. The coefficient of correlation between academic achievement and character composite is .196, academic achievement and total of self-concept is .263, which are significant at 0.1 level.

Coefficient of correlation between achievement motivation and intelligence composite is .125, academic motivations are social composite is .0172, Achievement motivation and total variables of self concept is -0.38 which are not significant.

The coefficient of correlation between achievement motivation and character composite is .152, which is significant at .05 level of significance.

**RESULTS & CONCLUSION**

1. There are differences in academic achievement of boys and girls of senior secondary schools.

2. There are no differences in achievement motivation of boys and girls of senior secondary schools.
3. In self concept, significant values were found in emotional composite, character composite and total of variables of self concept between boys and girls of govt. senior secondary schools and insignificant value were found in intelligence composite, social composite and aesthetic composite between boys and girls of govt. senior secondary schools.
4. The co-efficient of correlation between academic achievement and achievement motivation is not significant. The co-efficient of correlation between academic achievement and total of variables of self concept is significant There is negative correlation between achievement motivation and total variables of self concept.

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