Correlation of Self-Concept and Achievement Motivation of High School Students

Sarita Bhushan¹ Dr. Ritu Shekhar²
¹ Research Scholar ² Assistant Professor
¹,² Department of Education
¹,² Rabindranath Tagore University, Bhopal, India

Abstract—Education plays an important role in everybody’s life. Getting a better education is very necessary for getting a healthy, prosperous and better life. A good education is constructive which bright our future forever. Academic achievement and self-concept play an important role in the period of the student’s life. Through achievement motivation, parents and teachers can enhance the self-concept of students and increase in self-concept would result in adjustment and brings good academic performance. So, academic motivation is positively related to academic performance. Self-concept starts from the beginning and it increases in middle & high school stage. Academic motivation affects self-concept which results in student’s growth in his career.

Keywords: Education, Self-Concept, Academic Motivation, Academic Achievement, Adjustment

I. INTRODUCTION

According to Rabindranath Tagore, the highest education of human beings does not provide only information but makes his life in harmony with all existence. Education is the only key to get success in personal and professional life. Education gives us different types of knowledge and skills. It is a slow and continuous process that helps us in achieving knowledge. It starts from birth and ends till death.

Bear in mind that the wonderful things you learn in your schools are the work of many generations. All the learned things are put into your hands as your inherited property so that you may receive and honor it, add and one day faithfully hand these valuable inherited properties to your children (Einstein).

Education plays an important role in everybody’s life. Getting a better education is very necessary for getting a healthy, prosperous and better life. A good education is constructive which bright our future forever. It creates a lot of confidence by providing us bulk of knowledge in various fields. The more knowledge we have, the more we develop in life. Being educated not only means to collect certificates and good salary from any reputed organization but it also means to be a good and social person in his life. It helps us to find out whether something is good or bad for us. The main aim of getting a good education is to become a good citizen and then being a successful person in personal and professional life. We are lifeless & incomplete without getting a good education because education makes a person right thinker & correct decision-maker.

The paper is divided into five sections with subsections. In the section, 1 we give the background of the study, Section 2 gives the purpose and plan of the study, Section 3 provides a detailed discussion on objectives and literature. After in Section 4 we have suggestions and conclude the paper in Section 5.

A. Background of the Study:

As we know that our Indian education system is the second largest in this world. It caters to more than 190 million students of different socio-economic ground. Different programs have been started by govt. for increasing enrollment in schools. But, no doubt the teacher-student relationship in India is much better than any other foreign nation. They have a friendly and cordial relation which helps a student to stay motivated while studying and it is one of the most important factors that are very much lacking in foreign nations. Modern-day education is enriched with a variety of computers, technology, overhead projectors, the internet, and so many things.

Our Diverse knowledge is being spread among the pupils. It stresses on practical knowledge as well as various kinds of skill development. Parents are regularly encouraged for getting good scores and provide a guideline to their children from time to time. But we cannot ignore the fact that the role of parents in the success of their children is very much important, as all parents want their children to become successful in life. The encouragement of parents always has a positive effect on students.

B. Correlation of self-concept with achievement motivation:

Society plays an important role in shaping the self-concept of a person. Self is not an inborn quality, it develops slowly as a result of social interaction. It is the totality of attitudes, judgment and values of an individual relating to his behaviors, abilities. Kumari & Chamundeswari (2013).

In teen and adolescent years, the interdependence between academic success and self-concept becomes very much important. Both academic achievement and the formation of the self-concept play a vital role in the period of an individual's life. Experience of academic success or failure affects the student’s self-concept and self-image and vice versa. This is deeply explained by the theory of social comparison Tajfel & Turner (1986).

C. Self-concept:

It determines and fixes the levels of academic performance. We can say that it would be possible if we increase the levels of academic performance it also increases the levels of self-concept. Self-concept and academic performance effect and determine each other mutually. Subjects in which student have a high self-concept as if we were compared with other subjects in which he has a low self-concept, we find that the subjects with high self-concept are better than low self-concept students. This is because a high self-concept student is found to be more cooperative, popular and active in regular class work. On the other hand, students with the low self-concept have lower anxiety levels. He
needs more supportive families for better academic achievement. Ghazvini (2011). So, we can say that we cannot ignore the important role of self-concept in achievement. Puju, J.A, & Netrogaonkar, D.Y., (2014) have found that there is a significant difference between female and male students in their mental health and achievements in academics. It means the students who belong from small families have high mental health and academic achievement than the students from large families. The reason is that in small families the parents actively participate in child academic which helps in the formation of his self-concepts. The results are that student has high academic scores. It means that until the self-concept of the student is strong the student cannot perform well in academics. Today’s self-esteem which is also a part of self-concept is one of the influential factors which affect student’s academic achievement has received increasing attention. It has been asserted if there is high self-esteem it can lead to high achievement in academics. Self-esteem can be stated as a human’s global judgments of competency related to one’s self-worth. Bhat & Khandai (2016).

D. Achievement Motivation

It is a psychological construct that is the readiness of an individual to fulfill a planned objective which is one of the most important acquired tendencies for social needs. Achievement motivation is a desire for or interest in success in the general or specific field of activity Vijayakumari & Rekha (2014). Achievement Motivation is the preparedness of an individual to fulfill his planned aims & objective, a strong intention characterized by ambition, the energy of high level and a strong will for independence. It creates a pathway for the passion that provides meaning and a clarified sense of identity that develops goal commitment, strategic intent and feeling of empowerment. Students are considered as pillars & the builders of the future nations and the world itself and for this, our students need a lot of motivation for their studies. Sarsani (2007). Motivation plays a significant role in students’ academic life. Achievement motivation is the basic need for success or the attainment of excellence. Achievement motivation forms is the foundation for a good life. All students were influenced by a need to achieve. It causes them want to be successful at what they attempt. But each student is affected at different degrees. For some students, the desire to achieve overwhelms other factors that could cause failure, such as lack of skills, lack of experience, lack of ability, or lack of time has varied influences. Anitha & Jebaseelan (2017). Achievement motivation can be referred as the desire for success or the hunger to attain excellence. Students will satisfy their desires in different ways and are driven to succeed for different reasons both internally and externally. It is a habitual will power to achieve goals & aims through one’s individual hard work and efforts, with the strong emphasis on establishing realistic goals, mastering over these tasks needed to achieve these goals, discovering best solutions to problems which are coming in the way in striving to reach these goals, and always get ready to accept their feedback on their performance. Sutha & Shirlin (2017) Achievement motivation is based on success and achieving all of our aspirations in life. Achievement goals can influence the way an individual performs a task & represent his wish to show competence. Harackiewicz, J. M (1997).

E. Duration of the Study:

For the detail analyses of Jammu district, high school students and for collecting detail information regarding school students, the researcher had taken approximately three months for deep study.

F. Sample of the Study:

The sample for the present paper includes high school students of Jammu region of all streams. For the collecting data of students of different schools, the researcher approach to the C.E.O office of district Jammu. The concerned Chief Education Officer has all the list of schools and a full record of school students. The sample was limited to Jammu district only. From the records, the researcher would analyze how self-concept helps in achievement motivation. Student’s better achievement means he has a strong self-concept & motivation.

II. OBJECTIVES OF THE STUDY

To study the correlation of Self-concept with achievement motivation of high school students.

<table>
<thead>
<tr>
<th>Name of Variables</th>
<th>Total no. of studies</th>
<th>Studies on single variable</th>
<th>Reviews</th>
<th>Remaining Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Concept</td>
<td>40</td>
<td>10</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Achievement Motivation</td>
<td>30</td>
<td>12</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

A. Methodology:

The data for the research paper has been collected from various secondary sources and online repository libraries.

1) Design:

For the present paper, many studies have to be consulted. So, the design of the study was meta-analytic.

2) Tool used:

We began this literature review process by gathering from various secondary sources and reviewing many books, reviews from online repository libraries, meta-analyses, and individual articles relating to the self-concept and achievement motivation of the high school students. Online resources like ERIC, Psychinfo, Shodhganga, Ebscohost was used for getting information related to self-concept and achievement motivation. Besides, to these databases, Google Scholar was also used as it is a web site providing peer-reviewed papers, books, abstracts, and articles from academic publishers, professional societies, universities, and other scholarly organizations.

3) Techniques of analysis:

There are total of 40 studies related to self-concept and 30 studies related to achievement motivation collected from different resources. Out of these, 10 studies only related to variable achievement motivation and 12 studies related to variable self-concept.
III. LITERATURE REVIEW

A. Studies done in Jammu & Kashmir:
Shazia, S. (2014) has done a study on self-concept learning styles, study habits and academic achievement in Kashmir on a sample of 500 adolescents (rural & urban) of two District Srinagar and Baramulla of Kashmir and found that male and female from rural and urban area adolescents differ significantly on Self-Concept and Learning Styles. Vijayakumari, K. (2014) revealed that the level of achievement motivation among secondary school students is not at all satisfactory; locale and type of management interact together to influence Achievement motivation and the three-way interaction of gender, type of management and locale is found to be significant. Puju, J. A. & Netragaonkar, D. Y. (2014) Study on self-concept and academic achievement of under-graduate male and female students of Kashmir and found that there is significant difference between undergraduate female and male students on self-concept and there is no significance difference was found between female and male undergraduate students on their academic achievement. Bhat (2011) in his study social intelligence, study habits and academic achievements of college students of district Pulwama found that females who study in college have better academic achievement than male college students.

B. Indian studies:
Polampati G. (2013), Sutha & Shirlin (2017) Self-Concept and Achievement Motivation, and medium of instruction which impact on the performance of the students. If the students have a high positive self-concept it also affects other factors. Sathe, B. (2019) that self-concept was also helpful in adjustment. Bharathi, T. A., & Sreedevi, P. (2016). But some students have also average self-concept. Vijayakumari, K. (2014) revealed that the level of achievement motivation among secondary school students is not at all satisfactory. Rathore, M. K., & Sheela, S. (2015). revealed encouragement of parents, family relationships, residential area, age-factor, neighbors, occupation of parents and spending time of adolescents with grandparents are found to be the significant predictors for self-concept of adolescents. Rathore, M. K., (2019) reported that adolescents who were under parental supervision & support found to be better self-worth. Sharma, D & Sharma, S. (2018) there were significant correlations between self-concept, motivation and academic achievement of childhood school students.

C. Foreign studies:

Meta-analysis researches are done by Liu, M., Wu, L., & Ming, Q. (2015) found that Intervention of physical activity alone is associated with increased self-concept and self-worth in children and adolescents. The finding of the study showed that there is a stronger association with school and gymnasium based intervention when compared with other settings. Huang, C. (2011) self-concept is related to high academic performance and vice-versa. Emmanuel, A. O., Adom, A. E., & Solomon, F. K. (2014) training of achievement motivation is desirable.

IV. RESULTS OF THE STUDY

From the literature & above discussion the results of the present study are:
1) Through achievement motivation, stakeholders, parents enhance the self-concept of students. An increase in self-concept would result in adjustment and academic performance.
2) Academic Motivation is positively related to academic performance. The self-concept starts from the beginning and it increases in middle & high schools.
3) Academic Motivation affects self-concept which result in students growth in his career.
4) Some variables like media negatively affect self-concept whiles others neighborhood, friends etc. affect positively.

V. SUGGESTIONS

1) Positive self-concepts are the key factors for successful learning. The ability to face reality should be included in a school programs for visually impaired and sighted children.
2) This research paper suggests that the interaction of visually impaired with family members, peers, the sighted students should be strengthened and to improve their ego-strength level and self-concept. The teacher should create a congenial atmosphere in the classroom, providing better interaction opportunities, develop self-
confidence in visually impaired students to improve ego-strength and self-concept.

3) School administrators and policymakers should include co-curricular and extracurricular activities to create self-confidence which leads to better adjustment.

4) We should avoid comparison and competition among children. This creates low self concept in many children. Comparison and competition point not only to winners, but also create an inferiority complex among other students. Appreciate each child's achievements individually.

5) Young children surprise when they suddenly show new skills. Let them know you have confidence in their ability to learn new skills.

6) In many studies, we find that children of non-working mothers were found to have low parental encouragement. Therefore, it is recommended that proper orientation and awareness programs should be organized for non-working parents so that they may become a vital sources of inspiration to their children.

7) Parents are the primary instructors for their children can mold the children in the best possible way. Children should be encouraged appropriately so they can develop good personalities.

8) The student performance should be improved if the administration of the schools provides proper leaning facilities to the students and also improve the environment of the secondary schools.

9) The student performance should be improved if the students have good and effective communication skills and have good competence in every subject. For this, the administration should take steps to arrange the class for the different subjects.

10) If the student guided by the parents and teachers, he should perform well. If he has the knowledge about their abilities and competences then he performs well in the classroom.

11) Parents could help their children to build on their strengths that would help them at tough times. Students at any level need to feel the joy of success.

12) It is important to make sure that he or she feel worthwhile and knows that parents care. Even if the teenager is exhibiting inappropriate behaviors, it is important that showing unconditional love and offering help and support.

13) One of the most important things that can be done is to encourage your teenager in accomplishments. These accomplishments can be at school, work, home or with extracurricular activities. Parents could be encouraged to do something special for their children, respect their feelings and appreciate the good things that they do. Parents who are assertive and caring would inculcate better Self-image among children

VI. CONCLUSIONS

In short, we say that parents always want to be their child best and have a better life than they did. By giving extra boosting to their children they become their children in academic life. School plays an important role in the formation of the life of children. It also enables them to face the future challenges of life. They help the children in all round development of the child. The emotional bondage and the intimacy between teachers and the children give a sense of security to the children. The teacher helps the child in such a way that he may not feel disheartened at a particular point of difficulty. The encouragement may be given in the form of approval or in the form of asking the child to modify his behavior. In short, we can say that all the learning is happened in school and they motivate and frame the self-concept of the child while some learning takes place at home. To ensure those students are encouraged or motivated to learn at home it is recommended that educators must involve parents.

REFERENCES


academic self-concept and academic achievement among high school students. European Journal of Research and Reflection in Educational Sciences, 2(2).


