# TACTFUL MANAGEMENT

# A STUDY ON EFFECT OF SELF-CONCEPT, ACHIEVEMENT MOTIVATION ON ACADEMIC ACHIEVEMENT OF RESIDENTIAL SECONDARY SCHOOL STUDENTS OF YADGIR DISTRICT

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## ABSTRACT

*T*he purpose of the study is to effect of self-concept, Achievement motivation on academic achievement of residential secondary school students of Yadgir district. In the present study Descriptive Survey method was employed. Total 400 residential secondary school students with Stratified Random technique of Yadgir District was taken for the present study. From this study, the Investigator was concluding that the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of residential secondary school students. The self-concept scores are increases,/decreases as increase/decrease the academic achievement scores of residential secondary school students.

**KEYWORDS:** *self-concept, Achievement motivation , academic achievement scores, psychologists and sociologists .*

## 1.INTRODUCTION :-

Historically, the domain of investigation subsumed under "self concept" by psychologists and sociologists was a major concern of the theologians, philosophers, political essayists, playwrights, and novelists. Since difference in defining the domain exist even today. It is hazardous to start with a definition without first preparing ground on which terms of the definition can be built. This task is undertaken here through a glance at the status of the self-¬concept in contemporary psychology and through a brief report of representative conceptions by various writers, nothing convergences and differences. With an adequate definition, developmental and experimental research can be reviewed to derive leads for a conception of self that is scientifically based, rather than one that suggests "my word against your word."

The phrase 'Achievement Motivation' refers to the motive or desire of individuals to achieve something unique and of excellence in different fields of endeavor. It is not confirmed to academic

achievement alone rather, it man manifest in the personal, social or occupational field of one's life. This involves competition with a particular standard of excellence in performance and influences learning and personality development.

Academic achievement of an individual refers to one's attainment in scholastic subjects prescribed for a particular course of study. In this study the academic achievement would mean total attainment of secondary school students in XII standard school subject in social science. There the investigator has constructed an academic achievement test for obtaining achievement scores of students.

## 2. OBJECTIVES:

1. To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school students.
2. To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school educated family students.
3. To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school uneducated family students.
4. To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school Arts students.
5. To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school Science students.
6. To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school Kannada medium students.
7. To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school English medium students.

## 3. HYPOTHESES:

1. $H_0 1$: There is no significant relationship between Achievement Motivation and Academic Achievement of XII standard Residential school students.
2. $H_0 2$: There is no significant relationship between Self-Concept and Academic Achievement of XII standard Residential school students.
3. $H_0 3$: There is no significant relationship between Achievement Motivation and Academic Achievement of XII standard Residential school of educated family students.
4. $H_0 4$: There is no significant relationship between Self-Concept and Academic Achievement of XII standard Residential school of educated family students.
5. $H_0 5$: There is no significant relationship between Achievement Motivation and Academic Achievement of XII standard Residential school of uneducated family students.
6. $H_0 6$: There is no significant relationship between Self-Concept and Academic Achievement of XII standard Residential school of uneducated family students.
7. $H_0 7$: There is no significant relationship between Achievement Motivation and Academic Achievement of XII standard Residential school of arts students.
8. $H_0 8$: There is no significant relationship between Self-Concept and Academic Achievement of XII standard Residential school of arts students.
9. $H_0 9$: There is no significant relationship between Achievement Motivation and Academic Achievement of XII standard Residential school of science students.
10. $H_0 10$: There is no significant relationship between Self-Concept and Academic Achievement of XII

standard Residential school of science students.

## 4.METHODOLOGY:
In the present Study Descriptive Survey method was employed.
### 4.1.Sample:
The study is confined to the students of XII standard studying in Residential schools of Yadgir District. 400 students from the residential schools were selected. In that 200 Arts and 200 Science students, 200 students from educated family and 200 students from uneducated family were selected at randomly.
### 4.2. Tools:
### The following tools were used to collect the essential data:
1. Deo-Mohan's Achievement Motivation Scale': Constructed by Dr. Dev Mohan.
2. Dr. Suryavanshi's Self-Concept Scale: Constructed by Dr. Vijay R. Suryavanhi.
3. The result of XII was considered as Academic Achievement of the selected students Investigator collected the same information from respective schools.

### 4.3.Statistical Techniques used:
To make the analysis of the entire data the Correlation analysis Technique was used.

## 5. ANALYSIS OF DATA:
**Objective-1:** To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school students.

To achieve $H_0 1$ and $H_0 2$ hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table

### Table-1
### Results of Correlation Coefficient between Achievement Motivation and Self-Concept with Academic Achievement of XII standard Residential school students

| Sl. No. | Variables | Academic Achievement XII standard Residential school students | | | |
|---------|-----------|---------------------------|---------|----------|-------|
| | | Correlation coefficient | t-value | p-value | Sign. |
| 1 | Achievement motivation | 0.7842 | 4.5145 | <0.05 | S |
| 2 | Self concept | 0.8456 | 8.3451 | <0.05 | S |

### The results of the above table clearly showed that,
1. The relationship between achievement motivation and academic achievement of secondary school students is found to be positive and statistically significant (r=0.7842, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_0 1$ is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of secondary school students. The difference between achievement motivation and academic achievement of secondary school students is found to be statistically significant (4.5145, p<0.05) at 5% level of significance. Therefore we can say that the Achievement motivation is effecting on academic achievement of the students.
2. The relationship between self-concept and academic achievement of secondary school students is found to be positive and statistically significant (r=0.8456, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_0 2$ is rejected and alternative hypothesis is accepted. It means that, the self-

concept scores are increases/decreases as increase/decrease the academic achievement scores of secondary school students. The difference between self-concept and academic achievement of secondary school students is found to be statistically significant (8.3451, p<0.05) at 5% level of significance. Therefore we can say that the Achievement motivation is effecting on academic achievement of the students.

**Objective-2:** To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school educated family students.

To achieve $H_0 3$ and $H_0 4$ hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table

**Table – 2**
**Results of Correlation Coefficient between Achievements Motivation and Self-Concept with Academic Achievement XII standard Residential school educated family students.**

| Sl. No. | Variables | Academic Achievement of XII standard Residential school educated family students | | | |
|---|---|---|---|---|---|
| | | Correlation coefficient | t-value | p-value | Sign. |
| 1 | Achievement motivation | 0.7321 | 8.4561 | <0.05 | S |
| 2 | Self concept | 0.6412 | 6.7012 | <0.05 | S |

**The results of the above table clearly showed that,**

1. The relationship between achievement motivation and academic achievement of XII standard Residential school educated family students is found to be positive and statistically significant (r=0.7321, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_0 3$ is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school educated family students. The difference between achievement motivation and academic achievement of XII standard Residential school educated family students is found to be statistically significant (8.4561, p<0.05) at 5% level of significance. Therefore we can say that the Achievement motivation is effecting on academic achievement of the XII standard Residential school educated family students.

2. The relationship between Self concept and academic achievement of XII standard Residential school educated family students is found to be positive and statistically significant (r=0.6412, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_0 4$ is rejected and alternative hypothesis is accepted. It means that, the Self concept scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school educated family students. The difference between achievement motivation and academic achievement of XII standard Residential school educated family students is found to be statistically significant (6.7012, p<0.05) at 5% level of significance. Therefore we can say that the Self concept is effecting on academic achievement of the XII standard Residential school educated family students.

**Objective-3:** To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school uneducated family students.

To achieve $H_0 5$ and $H_0 6$ hypothesis, the Karl Pearson's correlation coefficient technique has

been applied and the results are presented in the following table

**Table – 3**
**Results of Correlation Coefficient between Achievement Motivation and Self-Concept with Academic Achievement of XII standard Residential school uneducated family students.**

| Sl. No. | Variables | Academic Achievement of XII standard Residential school uneducated family students. | | | |
|---|---|---|---|---|---|
| | | Correlation coefficient | t-value | p-value | Sign. |
| 1 | Achievement motivation | 0.7830 | 9.7542 | <0.05 | S |
| 2 | Self concept | 0.5763 | 8.9874 | <0.05 | S |

**The results of the above table clearly showed that,**

1.The relationship between achievement motivation and academic achievement of XII standard Residential school uneducated family students is found to be positive and statistically significant (r=0.7830, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_0 5$ is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school uneducated family students. The difference between achievement motivation and academic achievement of XII standard Residential school uneducated family students is found to be statistically significant (9.7542, p<0.05) at 5% level of significance. Therefore we can say that the Achievement motivation is effecting on academic achievement of the XII standard Residential school uneducated family students.

2.The relationship between Self concept and academic achievement of XII standard Residential school educated family students is found to be positive and statistically significant (r=0.5763, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_0 6$ is rejected and alternative hypothesis is accepted. It means that, the Self concept scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school educated family students. The difference between achievement motivation and academic achievement of XII standard Residential school educated family students is found to be statistically significant (8.9874, p<0.05) at 5% level of significance. Therefore we can say that the Self concept is effecting on academic achievement of the XII standard Residential school educated family students.

**Objective-4:** To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school Arts students.

To achieve $H_0 7$ and H08 hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table

**Table – 4**
**Results of Correlation Coefficient between Achievement Motivation And Self-Concept With Academic Achievement Of XII standard Residential school Arts students**

| Sl. No. | Variables | Academic Achievement XII standard Residential school Arts students | | | |
|---|---|---|---|---|---|
| | | Correlation coefficient | t-value | p-value | Signi. |
| 1 | Achievement motivation | 0.9211 | 13.1451 | <0.05 | S |
| 2 | Self concept | 0.8412 | 9.7891 | <0.05 | S |

**The results of the above table clearly showed that.**

1.The relationship between achievement motivation and academic achievement of XII standard Residential school uneducated family students is found to be positive and statistically significant (r=0.9211, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_07$ is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school Arts students. The difference between achievement motivation and academic achievement of XII standard Residential school uneducated family students is found to be statistically significant (13.1451, p<0.05) at 5% level of significance. Therefore we can say that the Achievement motivation is effecting on academic achievement of the XII standard Residential school Arts students.

2.The relationship between Self concept and academic achievement of XII standard Residential school educated family students is found to be positive and statistically significant (r=0.8412, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_08$ is rejected and alternative hypothesis is accepted. It means that, the Self concept scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school Arts students. The difference between achievement motivation and academic achievement of XII standard Residential school educated family students is found to be statistically significant (9.7891, p<0.05) at 5% level of significance. Therefore we can say that the Self concept is effecting on academic achievement of the XII standard Residential school Arts students.

**Objective-5:** To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school Science students.

To achieve $H_09$ and $H_010$ hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table

**Table – 5**
**Results of Correlation Coefficient between Achievement Motivation and Self-Concept with Academic Achievement Of XII standard Residential school Science students.**

| Sl. No. | Variables | Academic Achievement of XII standard Residential school Science students. | | | |
|---------|-----------|----------------------------|---------|----------|-------|
| | | Correlation coefficient | t-value | p-value | Sign. |
| 1 | Achievement motivation | 0.7432 | 7.3541 | <0.05 | S |
| 2 | Self concept | 0.8432 | 10.2314 | <0.05 | S |

**The results of the above table clearly showed that,**

1.The relationship between achievement motivation and academic achievement of XII standard Residential school Science students is found to be positive and statistically significant (r=0.7432, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_09$ is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school Science students. The difference between achievement motivation and academic achievement of XII standard Residential school Science students is found to be statistically significant (7.3541, p<0.05) at 5% level of significance. Therefore we can say that the Achievement motivation is effecting on academic achievement of the XII standard Residential school Science students.

2.The relationship between Self concept and academic achievement of XII standard Residential school Science students is found to be positive and statistically significant (r=0.8432, p<0.05) at 5% level of

significance. Hence, the null hypothesis $H_0 10$ is rejected and alternative hypothesis is accepted. It means that, the Self concept scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school Science students. The difference between achievement motivation and academic achievement of XII standard Residential school Science students is found to be statistically significant (10.2314, p<0.05) at 5% level of significance. Therefore we can say that the Self concept is effecting on academic achievement of the XII standard Residential school Science students.

**Objective-6:** To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school Kannada medium students.

To achieve $H_0 11$ and $H_0 12$ hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table

### Table – 6
### Results of Correlation Coefficient between Achievement Motivation and Self-Concept with Academic Achievement Of XII standard Residential school Kannada medium students.

| Sl. No. | Variables | Academic Achievement of XII standard Residential school Kannada medium students. | | | |
|---------|-----------|------------------------|---------|---------|------|
| | | Correlation coefficient | t-value | p-value | Sign. |
| 1 | Achievement motivation | 0.8654 | 9.2141 | <0.05 | S |
| 2 | Self concept | 0.9121 | 9.8888 | <0.05 | S |

### The results of the above table clearly showed that,

1.The relationship between achievement motivation and academic achievement of XII standard Residential school Kannada medium students is found to be positive and statistically significant (r=0.8654, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_0 9$ is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school Kannada medium students. The difference between achievement motivation and academic achievement of XII standard Residential school Science students is found to be statistically significant (9.2141, p<0.05) at 5% level of significance. Therefore we can say that the Achievement motivation is effecting on academic achievement of the XII standard Residential school Kannada medium students.

2.The relationship between Self concept and academic achievement of XII standard Residential school Kannada medium students is found to be positive and statistically significant (r=0.9121, p<0.05) at 5% level of significance. Hence, the null hypothesis $H_0 10$ is rejected and alternative hypothesis is accepted. It means that, the Self concept scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school Kannada medium students. The difference between achievement motivation and academic achievement of XII standard Residential school Kannada medium students is found to be statistically significant (9.8888, p<0.05) at 5% level of significance. Therefore we can say that the Self concept is effecting on academic achievement of the XII standard Residential school Kannada medium students.

**Objective-7:** To study the effect of Achievement Motivation and Self-Concept on Academic Achievement of XII standard Residential school English medium students.

To achieve $H_0 13$ and $H_0 14$ hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table

scores of XII standard Residential school Arts students.

9)The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school Science students.

10)The Self concept scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school Science students.

11)The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school Kannada medium students.

12)The Self concept scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school Kannada medium students.

13)The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school English medium students.

14)The Self concept scores are increases/decreases as increase/decrease the academic achievement scores of XII standard Residential school English medium students.

## 7. CONCLUSION:

Purkey (1970) suggests that the following four student self-concept factors are likely to lead to a academic success, relating (to others), asserting (or experiencing a sense of self control) investing (encouraging students to get involved with learning and with classmates) and coping (how well students meet school expectations). In the final chapter of "Inviting School Success". Purkey suggests that teachers should try to establish an atmosphere of warmth and a cooperative spirit and those they convey positive expectations. These measures will help students in secondary school students to build positive self-concept.

Scientists continue to be intrigued why some people are motivated to achieve and others are not motivated at all. Achievement-orientated people do not gamble with success. They have to believe that achievement is 100% guaranteed in order to "play".

An example involves a gambler, a conservative person and an achievement-oriented person. The gambler chooses the highest risk because he believes it is beyond his control anyway. He can then rationalize any loss this way. This can be represented by sales associates. The risks they take are worth it when they win. The conservative individual will choose the lowest amount of risk. In the business world, this is the person who does his or her job but does not stick their neck out.

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