

Self-Idea and Achievement Motivation of Secondary School Students

Rafia Shaheen^{1*} Dr. S. Mohamad Rafi²

¹ Principal, Telangana Minority Residential School, Bahadurpura Girls 2

² Assistant Professor in Education

Abstract – The present examination Self-idea and Achievement Motivation of Secondary School Students was explored to discover the connection between Self-idea and Achievement Motivation of Secondary School Students. Information for the investigation were gathered utilizing Self-idea Questionnaire created by Raj Kumar Saraswath (1984) and Achievement Motive Test (ACMT) created by V.P. Bhargava (1994). The examiner utilized basic arbitrary testing procedure for choosing the example. The example comprises of 250 secondary school understudies. For investigating information 't' test, ANOVA and Pearson's item minute co-proficient connection were the factual methods utilized. Discovering demonstrates that there is a critical connection between self-idea and accomplishment inspiration of secondary school understudies.

Keywords: Self-Idea, Confidence, Achievement Motivation, Achievement, Motivation, Secondary School Students.

-----X-----

INTRODUCTION

Stanley Hall (1904) depicted immaturity as a time of extraordinary "tempest and stress", relating to the time when humankind was in a turbulent, transitional stage while in transit to getting to be socialized (Lama Majed Al-Qaisy and Jihad Turki, 2011). Youth is the time of elevated affectability for quick learning and of basic acquisitions which decide the general style of grown-up life. Pre-adulthood is the time of progress from a generally dependant youth to the mental, social and monetary independence of adulthood (Shubhangi Kamble, 2009). It is the time amid which numerous formative changes happens in the individual like the way he considers, looks and acts. Pre-adulthood is the timeframe when the surge of life achieves its most noteworthy pinnacle (Jersild, 1963). Immaturity can be a period of secondary hazard for kids, where freshly discovered flexibilities can bring about choices that definitely open up or stop life openings. Accomplishment amid this period can be a venturing stone for the inevitable year. Just if an immature has great accomplishment inspiration and self-idea he can prevail throughout everyday life.

Self-idea is considered by numerous analysts as the focal subject of life which influences all connections, exhibitions and accomplishments either emphatically or adversely. The fundamental presumption is that people who like themselves and their capacities are the ones who are destined to succeed. Scholarly achievement or disappointment seems, by all accounts, to be as

profoundly established in idea of self as it is in estimated mental capacity. Inspiration is for the most part characterized as inner condition that fortifies, coordinates and looks after conduct. There is a solid connection amongst learning and inspiration. As indicated by Abraham Maslow when the requirement for adoration and belongingness are met, individual would then be able to center around larger amount needs of scholarly accomplishment. At this stage, the inclination to learn expands (Woolfolk, 2004). Absence of inspiration is a major obstacle in learning and a germane reason in the crumbling of instruction measures. As indicated by Deci and Ryan (2000) inspiration is incredibly refreshing a direct result of the outcomes it produces. The mentality that is regularly utilized as a part of conjunction with inspiration to accomplish is self-idea, or the way one ponders oneself to play out an errand effectively. There is impressive confirmation to help the dispute that positive scholarly self-idea adds to scholastic accomplishment by improving the inspiration to accomplish (Riffat-Un-Nisa Awan, Ghazala Noureen and Anjum Naz, (2011).

This present examination's motivation is to investigate understudy accomplishment inspiration, their self-idea and how these variables affect them.

IMPORTANCE OF THE STUDY

Self-idea is a critical component in the development and formative process for singular individuals.

Secondary school training is the establishment for advanced education. In secondary schools, educational modules is normal; likewise the understudies of this age are young people. Self-idea at school is by all accounts influenced by the picture that other critical people have of the student and by social correlation with others in a similar setting. The individuals who have secondary self-idea can undoubtedly grow abnormal state of inherent inspiration inside themselves which prompts awesome accomplishment. Accomplishment inspiration, as it identifies with understudies, is essential. Understudies who have secondary inspiration to accomplish for the most part do well scholastically. Understudies with low inspiration don't do well scholastically. In any case, inspiration does not ensure accomplishment. Thus, accomplishment does not reflect inspiration (Keefe and Jenkins, 1993).

All understudies are impacted by a need to accomplish. It makes them need to be fruitful at what they endeavor. In any case, every understudy is influenced to various degrees. Understudies who are inherently spurred take an interest in learning exercises for their own particular purpose; they want the result. They needn't bother with prizes or applaud; they discover fulfillment in realizing that what they are realizing will be advantageous later. They need to ace the assignment, and they trust it is under their control to accomplish authority. The work may reflect individual intrigue or be another test.

Our self-idea and how skilled we feel is the thing that gives the inspiration to accomplish certain objectives. In this manner the agent wants to examine the self-idea and accomplishment inspiration in secondary school understudies. Along these lines, the accompanying subject has been chosen by the specialist for the exploration.

"Self-Idea and Achievement Motivation in Secondary School Students". The agent received the accompanying definitions for the terms utilized as a part of this title.

Self-idea

Baumeister (1999) characterizes self-idea as "the person's conviction about himself or herself, including the individual's traits and who and what the self is". Self-idea is characterized as an "Idea with respect to people claim self-assessment of himself, feeling that one has about himself" (Prasad and Thakur, 1977).

Self-idea is characterized as the whole of individual's recognitions about his/her physical, social, sensitive and scholastic skill. It covers convictions, feelings and qualities the individual holds. It additionally incorporates states of mind of himself or herself as a man, his/her value, his or her entitlement to have his/her own particular emotions and musings and settling on his/her own choices (Sood, 2006).

Self-idea is a person's familiarity with her/his own particular personality. There are three parts of this idea: mental self-portrait (of what the individual is), perfect self (what the individual needs to be) and confidence (what the individual feels about the disparity between what s/he is and what s/he might want to be) (Lawrence, 1996).

Accomplishment Motivation

Atkinson (1966) characterizes accomplishment inspiration as the endeavoring to build one's ability or exercises in which a remain of perfection is to apply and where the execution of such exercises can either succeed or come up short.

Accomplishment inspiration is influence regarding assessed execution in which rivalry with a standard of brilliance was fundamental (McClelland, Atkinson, Clark, and Lowell, 1953).

Secondary School Students

Secondary school understudies allude to the understudies the individuals who are examining IX and X standard in secondary and secondary schools.

Aim of the Study

To discover the connection between Self-idea and Achievement Motivation of secondary school understudies.

Technique

Self-idea Questionnaire created by Raj Kumar Saraswath (1984) and Achievement Motive Test (ACMT) created by V.P. Bhargava (1994) were utilized for the accumulation of information. The unwavering quality of Self-idea survey and Achievement Motive Test were 0.91 and 0.87 separately. The agent has received review strategy for this investigation.

The agent utilized basic irregular examining system for choosing the example. The example comprises of 250 secondary school understudies from 8 schools. Among them 170 are young men and 80 are young ladies. For dissecting information 't' test, ANOVA, and Pearson's item minute co-productive connection were utilized as the measurable systems.

ANALYSIS AND FINDINGS

Discoveries in view of the theories and took after by information investigation are given as takes after;

Table 1. Distinction in Self-Idea of Secondary School Students with Reference to Gender

	Gender	N	Mean	SD	df	Calculated 't' value	Table Value	Remarks at 5% level of significance
Self-Concept	Boys	170	19.04	4.196	248	2.617	196	significance
	Girl	80	20.37	2.587				

Table 1 shows that there is significant difference between secondary school boys and girls in their self-idea.

Table 2. Difference in Self-idea of Secondary School Students with Reference to Locality of School

	School Locality	Mean	SSb	SSw	df	Calculated 't' value	Table Value	Remarks at 5% level of significance
Self-Concept	Rural	19.21	346.28	3255.96	2,247	13.135	3.04	significance
	Semi-Urban	16.24						
	Urban	20.24						

Table 2 shows that there is significant difference among rural, sub-urban and urban secondary school students in their self-idea.

Table 3. Difference in Self-idea of Secondary School Students with Reference to Type of School

	Type of School	Mean	SSb	SSw	df	Calculated 'F' value	Table Value	Remarks at 5% level of significance
Self-Concept	Govt.	18.82	176.47	3425.77	2,247	6.362	3.04	significance
	Aided	19.04						
	Un-aided	20.87						

Table 3 shows that there is significant difference among government, aided and unaided secondary school students in their self-idea.

Table 4. Difference in Achievement Motivation of Secondary School Students with Reference to Gender

	Gender	N	Mean	SD	df	Calculated 't' value	Table Value	Remarks at 5% level of significance
Achievement Motivation	Boys	170	19.46	3.45	248	3.612	1.96	significance
	Girls	80	21.01	2.41				

Table 4 shows that there is significant difference between secondary school boys and girls in their achievement motivation.

Table 5. Difference in Achievement Motivation of Secondary School Students With Reference to Locality of School

	School Locality	Mean	SSb	SSw	df	Calculated 'F' value	Table Value	Remarks at 5% level of significance
Achievement Motivation	Rural	20.27	92.08	2515.51	2,247	4.521	3.04	significance
	Semi-Urban	18.16						
	Urban	20.08						

Table 5 shows that there is significant difference among rural, sub-urban and urban secondary school students in their achievement motivation

Table 6. Difference in Achievement Motivation of Secondary School Students with Reference to Type of School

	Type of School	Mean	SSb	SSw	df	Calculated 'F' value	Table Value	Remarks at 5% level of significance
Achievement Motivation	Govt.	20.35	94.88	2512.71	2,247	4.664	3.04	significance
	Aided	19.34						
	Un-aided	20.73						

Table 6 shows that there is significant difference among government, aided and unaided Secondary school students in their achievement motivation.

Table 7. Relationship between Self-Concept and Achievement Motivation of Secondary School Students

Self-Concept and Achievement Motivation	N	Calculated 'y' value	Table Value	Remarks at 5% level of significance
	250	0.194	0.139	significance

Table 7 shows that there is significant relationship between the self-concept and achievement motivation of Secondary school students.

CONCLUSION

In view of the examination of information the agents close the finding that there is huge distinction in the self-idea of secondary school understudies as far as sexual orientation, territory and sort of school. There is noteworthy contrast in the accomplishment inspiration of secondary school understudies as far as sexual orientation, area and kind of school.

There is critical connection between the self-idea and accomplishment inspiration of secondary school understudies.

From this examination, 't' test uncovers that the young ladies (M=20.37) are superior to the young men (M=19.04) in their self-idea. This is because of the way that young ladies are given substantially more significance than the young men in family and society. Presently they are getting equivalent openings and they involve secondary positions in all fields.

'F' test uncovers that the understudies considering in the urban schools (M=20.24) are superior to the understudies from country (M=19.21) and semi-urban (M=16.24) schools in their self-idea. This is because of the way that the understudies from urban schools

are presented to extraordinary offices and gear and they get rich encounters. This may help them in advancing their psyche and exceed expectations in their self-idea.

'F' test uncovers that the unaided school (M=20.87) understudies are superior to the helped school (M=19.04) and government school (M=18.82) understudies in their self-idea. This is because of the way that the unaided school understudies have sound money related help to meet their fundamental needs and they focus more on their examinations. They may have satisfactory opportunity and inspiration for their learning. In their schools, the instructors may likewise bridle their endeavors to achieve the coveted points and objectives.

't' test uncovers that the young ladies (M=21.01) are superior to the young men (M=19.46) in their accomplishment inspiration. This is because of the way that females are dedicated, inspired by ponders, having less diversion because of the innovative presentation than the guys. In this way, they have greater accomplishment inspiration.

'F' test uncovers that the understudies examining in the rustic schools (M=20.27) are superior to the understudies from urban (M=20.08) and semi-urban (M=18.16) schools in their accomplishment inspiration. This is because of the way that the understudies from country schools are not given satisfactory preparing and training. Their folks might be uneducated and have low salary. This propels them to think about well and accomplish throughout everyday life.

'F' test uncovers that the un-helped school (M=20.73) understudies are superior to anything the administration school (M=20.35) and supported school (M=19.34) understudies in their accomplishment inspiration. This is because of the way that the unaided schools are leading additional instructing classes, fundamental abilities program to the understudies to bring their gifts out. In their schools the instructors may likewise tackle their endeavors to achieve the coveted points and objectives. Un-supported school understudies understand the significance of studies and the instructors likewise direct the understudies appropriately to pick up accomplishment inspiration.

The connection examination uncovers that there is a huge connection between self-idea and accomplishment inspiration of secondary school understudies. This is because of the way that the understudies with secondary self-idea know about their qualities and shortcomings and think about their capacities. Subsequently, they can redress their shortcomings and build up their qualities to accomplish secondary in this aggressive world.

From the present investigation it is discovered that the self-idea and accomplishment inspiration of secondary school understudies is direct. It is discovered that there is a positive connection between the self-idea and

accomplishment inspiration of secondary school understudies. To enhance the self-idea of secondary school understudies, endeavors must be taken by the educators and guardians to give a decent situation both inside and outside the school. By along these lines, they will build up their self-idea which will additionally prompt comprehension of their capacities, qualities, shortcomings, interests, state of mind, inclination, feelings, learning and so forth this will at long last lead them to build up an abnormal state of accomplishment inspiration.

REFERENCES

- Aggarwal, Y.P. (1996). *Instructive Research*. New Delhi: Arya Book Depot, New Delhi.
- Aggarwal, Y.P. (2000). *Factual Methods*. New Delhi: Sterling Publishers Pvt. Ltd.
- Atkinson, E. (1999). Key elements affecting understudy inspiration in outline and innovation. Recovered March 12, 2010, from <http://scholar.lib.vt.edu/ejournals/JTE/v10n2/atkindon.html>.
- Baumeister, R.F., (1999). *The Self in Social Psychology*. Philadelphia, PA: Psychology Press, p.13.
- Bhargava, V.P., (1994). *Manual for Achievement Motive Test*, Agra: National Psychological Corporation.
- Borg and Gall, (1979). *Instructive Research: An Introduction*. New Delhi: Surjeet Publications.
- Consumes, R. B. (1982). *Self-idea advancement and training*. London: Holt, Rinehart and Winston.
- Carter V. Great (1994). *Lexicon of Education*. third Edition. New Delhi: McGraw Hill Book Ltd.
- Cugmas, Z. (1992). *Sodobnapedagogika*, 43, 5-6, pp. 272-285.
- Deci, E. L., and Ryan, R. M. (2000). Self-assurance hypothesis and the help of characteristic inspiration, social advancement, and prosperity. *American Psychologist*, 55(1), pp. 68-78.
- Garrett, E.H. (2008). *Measurements in Psychology and Education*. third ed. New York: Longman.
- Harter, S. (1986.) Processes basic the development, support, and advancement of the self-idea in youngsters, in: J. Suls and A. Greenwald (Eds.) *Psychological viewpoints on the self* (vol.3, pp.137-181). London: Lawrence Erlbaum.

- Jersild, A.T., (1963). The brain research of youthfulness, London: Collier Macmillan Ltd., The Macmillan organization, pp.3, 5, 19.
- John W. Best, (2006). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Keefe, J. and Jenkins, J. (1993). Eye on training: Instruction and the learning condition. Larchmont, NY.
- Kothari, C.R. (2007). Research Methodology. New Delhi: New Age International (P) Ltd.
- Lama Majed Al-Qaisy and Jihad Turki, (2011). Youths Creativity, Self-Idea and Achievement Motivation, British Journal of Arts and Social Sciences, Vol.2 No.2 (2011), pp. 88-101
- Lokesh Koul, (1997). System of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Majda Schmidt and Branka Cagran, (2008). Self-Idea of Students in Inclusive Settings, International Journal of Special Education, Vol.23, No.1, pp.8-17.
- McClelland, D. C., Atkinson, J. W., Clark, R. An., and Lowell, E. L. (1953). The accomplishment intention. New York: Appleton Century-Crofts, pp.76-77.
- Mohammed Ali (2012). Effect of Self-Idea of Disabled Learners on Inclusive Physical Education. Turkish Online Journal of Distance Education-TOJDE October 2012 ISSN 1302-6488 Volume: 13 Number: 4 Article 19 from http://tojde.anadolu.edu.tr/tojde49/articles/article_19.htm
- Prasad, M. S., and Thakur, G. P. (1977). Manual and Directions for Self-Esteem Inventory. Agra: Agra Psychological Research Cell.
- Riffat-Un-Nisa Awan, Ghazala Noureen and Anjum Naz, (2011). A Study of Relationship between Achievement Motivation, Self Idea and Achievement in English and Mathematics at Secondary Level, International Education Studies, Vol. 4, No. 3; August 2011, pp. 72-79 from <http://www.ccsenet.org/diary/index.php/ies/article/download/9064/8121>
- Robert Allen Andrews, (1987). The Routledge Dictionary of Quotations. London: Routledge and Kegan Paul Ltd., p.79.
- Rogers, C. M., Smith, M. D., Coleman, J. M. (1978) Social examination in the classroom: The connection between scholarly accomplishment and self-idea, Journal of Educational Psychology, 70, pp. 50-57.
- Saraswathi, R.K., (1984). Manual for self-idea poll, Agra: National Psychological Corporation.
- Shubhangi Kamble, (2009). Impact of Parental Relationship and Self-Idea on Academic Achievement of PUC Students, a Thesis submitted to the University of Agricultural Sciences, Dharwad, recovered from <http://etd.uasd.edu/ft/th9874.pdf>
- Singh, Y.K. (2007). History of Indian Education System. New Delhi: APH Publishing Corporation, p.22.
- Sood, P. (2006). Educational decisions in connection to scholarly pressure, accomplishment inspiration and scholastic self-idea. J. Communication Guid. Res., 23 (2) pp. 141-152.

Corresponding Author

Rafia Shaheen*

Principal, Telangana Minority Residential School, Bahadurpura Girls 2

E-Mail – rshaheen15@gmail.com