



A Study of Self-Concept and Achievement Motivation among Male and Female Adolescence

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Abstract

Present study is framed to investigation the status of self-concept and achievement motivation among male and female adolescence. A sample of 160 subjects in which 60 subjects were rural area (30 Male and 30 female) and 100 were urban area (30 Male and 30 female) with age ranging from 12 to 18 years located From Nandurbar District were selected. For data collection use Self-concept inventory developed by Dr. Mukta Rani Rastogi and Achievement Motivation scale developed by Dr. (Mrs.) Pratibha Deo. A factorial design is use for research; since there were two independent variables i.e. Area and Gender. A 2X2 factorial design is use to analyzing the data. It is found that the There is significant difference of self-concept among urban and rural adolescence. There is no significant difference of self-concept among Male and Female adolescence. There is significant difference of achievement motivation among urban and rural adolescence. There is significant difference of achievement motivation among Male and Female adolescence.

Keywords: Self-Concept, Achievement Motivation, Male Adolescence, Female Adolescence

Introduction:

The general self-concept, including our self-perception and perfect self, doesn't do anything-in any event not legitimately, rather, our self-concept is a satisfactory self-mindfulness that we have

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collected about ourselves. However it applies an amazing in effect on all that we do as a functioning self. That is, our self-concept influences our activities in a roundabout way through its developmental effect on us as causal specialists. Basically, the self-concept works as a channel through which all that we see or hear passes. Along these lines, the self-concept applies a particular impact on our experience, so we will in general see, pass judgment and even act in manners that will be predictable with our current self-concept. Therefore, the self-concept practices a round, self-sustaining impact on us, supporting the current convictions we have about ourselves.

Motivation inquire about has since quite a while ago thought to be human intentions and requirements. Be that as it may, segregating individuals' motivational needs can be a troublesome procedure on the grounds that a great many people are not expressly mindful of what their thought processes are. Achievement motivation is characterized as a non-cognizant worry for accomplishing greatness through individual endeavors. Such people set testing objectives for themselves, accept individual accountability for objective achievement, are exceptionally industrious in the quest for these objectives, go for broke to accomplish the objectives, and effectively gather and use data for motivations behind input.

The connection between self-concept and achievement is regularly discussed. The normal recognition that there is a connection between's certain self-concept and achievement isn't settled in the examination writing. As alluring as this thought seems to be, in a survey of papers in regards to self-concept and achievement, closed, "The impacts announced by these examinations are strikingly easy to abridge: for no situation were changes in achievement unambiguously connected with changes in self-concept" expressed "field ponders recommend that self-concept is anything but an incredible determinant of achievement all by itself" (p.190). Maybe the trouble related with setting up a connection between self-concept and achievement is because of the terms themselves. Not exclusively is simply the significance concept questionable, yet additionally there is an absence of understanding with respect to the meaning of achievement. Accordingly, achievement and self-concept estimation instruments are constrained by operational meanings of the terms and coming about test plans. These estimations likewise are impacted by the qualities held by a specific culture or society. Various people, societies, and sub-societies see achievement in an unexpected way. For instance, an excellent scholarly record or a

compensation for model citizenship may do little to improve (or be simply the consequence of) a free thinker's concept.

Objective of the Study:-

1. To find out the area wise difference of self-concept among adolescence.
2. To investigate the gender difference of self-concept among adolescence.
3. To investigate the area wise difference of achievement motivation among adolescence.
4. To find out the gender wise difference of achievement motivation among adolescence.

Hypothesis:-

1. There will be significant difference of self-concept among urban and rural adolescence.
2. There will be significant difference of self-concept among Male and Female adolescence.
3. There will be significant difference of achievement motivation among urban and rural adolescence.
4. There will be significant difference of achievement motivation among Male and Female adolescence.

Operational Definitions:-

Urban: Its definition shifts depending on the global location, but typically in Europe where urban areas are intensively managed to prevent urban sprawl and protect agricultural land the urban fringe will be characterized by certain land uses which have either purposely moved away from the urban area, or require much larger tracts of land.

Rural: Rural areas or the country or countryside are areas that are not urbanized, though when large areas are described country towns and smaller cities will be included. They have a low population density, and typically much of the land is devoted to agriculture. The degree to which areas of wilderness are included in the term varies; very large wilderness areas are not likely to be described by the term in most contexts.

Self-concept:

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Self-concept begins when an individual is 'aware of being a separate entity' aware of being an actor, doer, or agent. At this time the individual can differentiate those events which are not self related. The self thus, becomes the object of one's knowing just as other environmental events can be objects of one's knowing.

Achievement Motivation:

As a disposition to strive for success in competitions with others which some standards of excellence, set by the individual. Motive to achieve requires an act of some norm of excellence, long term involvement an unique accomplishment.

Variable:-

In the present study there were two dependent variables included. Namely Self-concept and Achievement Motivation these are the dependent variables. The independent variables are Area of residence and Gender. These independent variables have each two levels. The first independent variable area of residence there are two levels i.e. urban and rural. In the second independent variable gender there are the two levels are male and female.

Sample:-

The purposive sampling method was adopting in selecting the sample of the study. The study was carried out on a sample of 120 male and female adolescences. 120 Urban Adolescence students 60 male and 60 female, 120 Rural Adolescence students 60 male and 60 female. The subject selected in the sample will be in the age group of 12 to 18 who are living in urban and rural areas since minimum 5 years.

Tools use for data collections:-

In the present study there will be three psychological tests will be used for data collection.

1. Self-concept inventory:

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This scale developed by Dr. Mukta Rani Rastogi. The reliability of the scale by spilt-half method following spearman down prophecy formula was found to be .87 content validity of the scale by nine-point rating scale following Thurston's method of equal appearing intervals.

2. Achievement Motivation scale

This test developed by Dr. (Mrs.) Pratibha Deo. The prepare present scale, an effort was made to study factors suitable for measuring the achievement motivations. A part from the standard of excellence, unique accomplishment and long term involvement, indicating achievement imagery suggested by McClelland and Atkinson, the following factors were classified as cues of achieve imagery. All this factors were accepted for providing the basis to prepare the item in the scale of achievement motivation. To sum of items for the scale were based on i) academic factors, ii) factors of general interest and iii) factors of social interests. It has 50 items. This questionnaire is of the self-rating type and can be administered in a group with 5 point to rate viz Always, Frequently, Sometime, Rarely and Never. The scale can be administered individually as well as in a group.

The manual reported that the test-retest method was applied to obtain the reliability coefficients of the scale. Taking difference set of sample the administrations of the scale was repotted on several occasions. The mixed group reliability .69 was found. The coefficient of correlation between the scale and projective test was observed to be .64 which speaks for the validity of the scale also, the validity being of the concurrent nature.

Design:

2×2 factorial design was used for research.

Gender (B)	Area (A)	
	Rural (a1)	Urban (a2)
Male (b1)	a1+b1	a2+b1
Female		

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(b2)	a1+b2	a2+b2
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Statistical analysis:

The total data sets obtained for ‘Self-concept scale and Achievement Motivation scale prepared scoring. For the each subjects initially data of age group were separately tabulated by employing frequency distribution and descriptive statistics. Find out the area and sex wise differences using a 2×2 factorial analysis of variance technique and calculations were carried out with the help of calculated and SPSS software was used.

Table no. 1**Summary of two ways ANOVA for self-concept**

Source	Sum of Squares	df	Mean Square	F	P
Area	1203.333	1	1203.333	3.98	0.05
Gender	691.200	1	691.200	2.29	N.S.
Area × Gender	50.70	1	50.70	0.68	N.S.
Error	35071.133	116	302.34		
Total	37016.367	119			

Table No. 2**Mean and SD for self-concept**

	Rural	Urban	Male	Female
Mean	102.55	108.88	103.32	108.12
SD	17.06	17.78	19.02	15.94

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N	60	60	60	60
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Table No. 2 shows that the mean and SD values of self-concept for rural and urban adolescence. Its indicating that mean value of urban area adolescence 108.88 and SD 17.78 is comparatively larger than mean value of rural area adolescence 102.55 and SD 17.06 on self-concept. According to mean and f value adolescent from urban area has better self-concept than the rural area adolescent.

The table No. 1 shows that subjects from urban and rural areas differ significantly among themselves on the self-concept scores. A summary of two way ANOVA shows that main effect area is significant ($F=3.98.003$, df 1 and 116, $p < .05$). According to this result hypotheses no.1 ‘There will be significant difference of self-concept among urban and rural adolescents’ is accepted.

Table No. 2 shows that the mean and SD values of self-concept for male and female adolescence. Its indicating that mean value of male adolescence 103.32 and SD 19.02 is comparatively small than the mean value of female adolescence 108.12 and SD 15.94 on self-concept.

The second independent variable is gender. It is represented by main effect ‘B’. Main effect ‘B’ is no significant. ($F=2.298$, $df = 1$ and 116, $P < .01$). According to this ‘F’ ratio the second Hypothesis that is “There will be significant difference of self-concept among male and female adolescence” is rejected.

Devi and Prasanthi¹⁷ found that there was no difference with regard to the academic self – concept of urban and rural adolescents. The results could be explained by the fact that there is no difference in academic self - concept in rural and urban adolescents as both of them have been derived from the same school. Aakriti Mehata (2016) study results indicates that there is not as such difference between emotional intelligence and self-concept with respect to gender in this particular age bracket.

Table no. 3**Summary of two ways ANOVA for Achievement motivation**

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Source		Df	Mean Square	F	P
Area	869.408	1	869.408	3.23	0.05
Gender	1353.408	1	1353.408	5.03	0.05
Area × Gender	54.675	1	54.675	.20	N.S.
Error	31196.433	116	268.93		
Total	33473.925	119			

Table No. 4**Mean and SD for Achievement motivation**

	Rural	Urban	Male	Female
Mean	95.58	100.97	101.63	94.92
SD	18.05	15.06	18.47	14.25
N	60	60	60	60

Table No. 4 shows that the mean and SD values of achievement motivation for rural and urban adolescence. Its indicating that mean value of urban area adolescence 100.97 and SD 15.06 is comparatively larger than mean value of rural area adolescence 95.58 and SD 18.05 on achievement motivation. According to mean and f value adolescent from urban area has high achievement motivation than the rural area adolescent.

The table No. 3 shows that subjects from urban and rural areas differ significantly among themselves on the achievement motivation t scores. A summary of two way ANOVA shows that main effect area is significant ($F=3.23.003$, df 1 and 116, $p < .05$). According to this result hypotheses no.3 'There will be significant difference of achievement motivation among urban and rural adolescents' is accepted.

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Table No. 4 shows that the mean and SD values of achievement motivation for male and female adolescence. Its indicating that mean value of male adolescence 101.63 and SD 18.47 is comparatively large than the mean value of female adolescence 94.92 and SD 14.254 on achievement motivation.

The second independent variable is gender. It is represented by main effect 'B'. Main effect 'B' gender is significant. ($F=5.03$, $df=1$ and 116 , $P<.05$). According to this 'F' ratio Hypothesis no. 4 that is "There will be significant difference of achievement motivation among male and female adolescence" is accepted.

The result is consistent with the results of the previous researches conducted in India and abroad. Sangeeta Rathi (2012) studied on self-concept. The result indicated that academically competent adolescents have higher physical, moral, personal, family, social and overall self-concept than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys is higher than the association found in girls. Similarly, the strength of association between physical self-concept and overall self-concept, as well as social self-concept and overall self-concept is higher in girls than that of the boys.

Rekha Srivasatva and Shobhana Joshi (2011) studied on The Effect of School and Area on Academic Self-concept and Academic achievement of Adolescents. Results indicated that the Academic self-concept and academic achievement of adolescents were higher in the high facility schools than the low facility schools. Academic achievement of urban adolescents was also higher as compared to rural adolescents. It has long been a theme in education that a student needs a good academic self-concept in order to be success in their later life. To achieve this success, school and area of residence do affect the adolescent's academic self-concept and academic achievement by developing high facility, organized, supportive and good environment in the schools. Conclusion: The results of the present study suggest that these facility of school and area of residence influence students' academic self-concept and academic achievement.

Conclusion:

1. There is significant difference of self-concept among urban and rural adolescence.
2. There is no significant difference of self-concept among Male and Female adolescence.

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3. There is significant difference of achievement motivation among urban and rural adolescence.
4. There is significant difference of achievement motivation among Male and Female adolescence.

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