



Adolescent Self - Concept and Achievement Motivation: A Critical Analysis

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ABSTRACT: Parents, teachers, religious leaders, psychologists and social workers; all say that adolescence is the most unpredictable and troublesome period of development. The role confusion, frustration, up-rootedness, indefiniteness and identity crisis characterize this stage of development. It is a period of rapid, disorganized, unbalanced, and chaotic growth into the blooming buzzing confusion and a matrix of chaotic privileges and responsibilities. During this period the instinctual curiosity turns to rational search for identity, achievements and acceptance. Self-concept and achievement motivations are the comprehensive motivational variables, which make the adolescent period meaningfully managed and adulthood successfully lived.

This study includes 800 secondary school students, aged between 16 and 18 years. Research methods used in this investigation are descriptive and explanatory based on normative survey. The instruments used were the Self -Concept Questionnaire (SCQ) Deo-Mohan Achievement Motivation (n-Ach). It was concluded that the Self Concept has a strong impact on the level of Achievement Motivation that enhance the relationship between motivation and performance.

Keywords: Adolescent, Self Concept, Achievement motivation, CBSE and Sate Syllabus



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1. INTRODUCTION

Today's educational systems and ambitious parents give undue emphasize to the ability of their child in convergent thinking and academic achievement, neglecting their individual autonomy as a growing person to maturity. They do not really understand and facilitate the identity needs of the adolescents which are the most important base of human being to visualize the future and to generate some original industrious works as their achievements. This study was an attempt to recapitulate the importance of self concept and achievement motivation of adolescents for integral personality development.

Since achievement motivation is the mother of inventions and development, this study is trying to explore and establish the relationship of self concept and achievement motivation. The study also provides a number of important guidelines for making adolescents optimally motivated for real achievements in their later adult life. It also attempts to provide some theoretical explanations and conceptual clarifications about adolescents, their self- concept, and their achievement motivation.

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The preliminary analysis of the literature available exposed the lacunae in the scientific research arena about the levels of Self –concept and achievement motivation and their inter relations of the school going adolescents. The practical concerns also emphasized the significance of studying how the self-concept and achievement motivation of adolescents are associated and influential to each other.

2. THE NOTION

Among the important main springs, which motivate behaviour, good or bad, in the emotional need are common to all of us. A basic need is the construction of a healthy self-concept, the painting of a self-portrait, which gives satisfaction to the person as an individual and as a human being who interacts with other people. The major challenges of adolescents are the creation of adult identity. This is accomplished primarily through choosing and developing commitment to an occupation or a role in life. The identity the adolescent seeks to clarify who he is, what his role in society is to be. They make questions about their identity as a child and as an adult. They also doubt about their confidence, capacity to succeed and are always worried about their ability to get along with others in the society from different walks of life. (Erickson (1963)

The term self-concept is understood as the way, in which an adolescent perceives and defines him or herself. It also refers to the cluster of the most personal meanings he or she alludes to the self and is measured with the 'Self-concept Inventory of Rajkumar Saraswat '(1984). Self-concept has been referred by Lowe (1961) as "ones attitude towards self" and by, Paderson (1965) as" an organized configuration, of perceptions, beliefs, feelings, attitudes and values which the individual views as part or characteristics of himself".

The self, which maintains a distinct characteristic individuality or identity of a person, is the foundation for the formation of personality, achievement motivation and functioning of creativity. The self-concept is the bunch of the most personal meanings of a person that they alludes to their own 'self' and it is not a finished product at birth. (Baumeister (1999)). It is not an actualized reality at birth but an open book of innumerable potentialities. This 'self' is something that develops and the way it is developed is based on the environment and individual is born and brought up (Gells (1974). Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (Woolfolk 2001).

Mishra.N.K (1991) explored the effect of self-concept, achievement motivation and academic achievement and obtained that "self-concept had significant effect on achievement motivation and achievement of students". Panwar P.S. (1986) found that "academic achievement had significant effect on self-concept, the family background had significant effect on self-concept, school background had significant effect on self-concept". Pathani (1985), conducted a study on 700 adolescents and found that self-concept is a significant predictor of achievement motivation. Lewis (1971) found that, "a significant relationship existed between the general self-concept and other self factors and achievement motivation".

This aspect of self-concept is important because it indicates that it can be modified or changed (Franken, 1994). The way an individual views himself accounts to a large extent for his success. Achievement motivation primarily means a disposition of adolescents to strive for success in competitions and a drive to achieve with some standard of excellence, and is measured with 'Deo-Mohan Achievement Motivation (n_Ach) Scale' (1985).

Mc Clelland and his associates (1953), have defined Achievement motivation as a disposition to strive for success in competition with others or with some standard of excellence set by the individual. Motive to achieve requires an act or some norm of excellence, long term involvement and unique accomplishment (De Charms 1968). These are the criteria set by Mc Clelland and his associates (1953). In fact this is one of the most important manifest social needs and personality variable enlisted by Murray (1938). According to Mc Clelland, achievement motivation is what encourage some people seem to be very keen to do well, while others seem to be reluctant to make an effort, and do mind whether they are successful or not. He also argued that different societies, as well as individuals, showed different levels of achievement motivation.

3. METHODOLOGY

The study has basically paying attention to explain the relationship between self-concept and achievement motivation of adolescents by assessing and comparing the achievement motivation of adolescents with the levels of their self concept. The study has attempted to scientifically test the hypothesis on the significant relationship between self-concept and achievement motivation of adolescents along with the significant difference between the achievement motivation of adolescents with low, average and high self-concept. This study was aiming to find out, describe and interpret the levels and relationship of self-concept, achievement motivation and the creativity of adolescents and hence is an explanatory cum descriptive research, which uses the normative survey method.

The study was carried out among the 800 adolescents in the age group of 16 to 18 years who were studying in 11th and 12th standards in the Higher Secondary schools in the Cochin area. The population included girls and boys from both the C.B.S.E and State syllabus Schools. The sampling technique used was the Multi-staged Stratified Random sampling. The researcher took special care to maintain the 1:1 Ratio of the male and female representation.

The data were collected through direct methods using the standardized scales such as Self - Concept Questionnaire (SCQ) of Dr. Rajkumar Saraswat and Deo-Mohan Achievement Motivation (n-Ach). The data were analyzed using the standardized primary and inferential statistical tools.

4. FINDINGS

(A) Correlation between the Self-Concept and Achievement motivation

Table no. 1: Details of Relationship between the Self-Concept and Achievement Motivation of Adolescents

Sample	Number	r' values						
		Physical-Self	Social-Self	Temperamental-Self	Educational-Self	Moral-Self	Intellectual-Self	Total Self-Concept.
CBSE Sy.	400	.724*	.715*	.711*	.698*	.705*	.718*	.738*
State Sy.	400	.776*	.750*	.747*	.750*	.767*	.695*	.790*
Male	400	.792*	.767*	.771*	.763*	.765*	.747*	.802*
Female	400	.713*	.701*	.692*	.691*	.710*	.673*	.731*
Total	800	.751*	.733*	.730*	.725*	.737*	.706*	.765*

* Significant correlation at .01 level

The correlation values between the achievement motivation and Physical-Self of CBSE Syllabus, State Syllabus, Male group, Female group and the Total adolescents are .724, .776, .713, .792 and .751 respectively. These values are significant since the calculated values are greater than the table values at .01 levels. CBSE Syllabus, State Syllabus, Male group, Female group and the Total Adolescents shows a correlation with Social-Self, at .715, .750, .701, .767 and .733 levels with their achievement motivation. Since these calculated values are greater than the table values at .01 levels there is a substantial positive relationship between the social self and achievement motivation of the sub-samples and total adolescents. The correlation of temperamental-Self, of CBSE Syllabus .711, State Syllabus .747, Male group .692, Female group .771 and the Total Adolescents .730 with their achievement motivation is positive and very significant because the calculated values are greater than the table value at .01 levels. The correlation values of Educational-Self, of CBSE Syllabus, State Syllabus, Male group, Female group and the Total adolescents are .698, .750, .691, .763 and .725 with their achievement motivation.

These scores establish a significant positive correlation between the educational self and their achievement motivation, as the calculated values are greater than the table values at .01 levels. The achievement motivation of CBSE Syllabus, State Syllabus, Male group, Female group and the Total adolescents correlates with their Moral-Self at; .705, .767, .710, .765 and .737. These scores are greater than the table values and establish a significant positive relationship between the achievement motivation and moral self at .01 levels. Intellectual-Self of CBSE Syllabus .718, State Syllabus .695 Male group .673, Female group .747 and the Total Adolescents .706 show a

significant correlation between their intellectual self and achievement motivation at .01 level as the calculated values are greater than the table values. The 'r' values (.738, .790, .731, .802 and .765) of total self-concept of CBSE Syllabus, State Syllabus, Male group, Female group and the Total Adolescents with achievement motivation is greater than the table value and are significant at .01 level.

Thus the 'r' values connote a significant positive relationship between the Physical-Self, Social-Self, Temperamental-Self, Educational-Self, Moral-Self, Intellectual-Self and total self-concept, with the Achievement Motivation of all the sub-samples and the total sample since the calculated values are greater than the table values at .01 level. The regression indexes also consolidate this conclusion and the researcher infers that the achievement motivation can be predicted at significant levels based on the self-concept.

(B) Comparison on the Achievement motivation of the low, average and high Self-concept Adolescents

The 'F' Value (431.759) is greater than the table value at 2-difference level and hence the difference in Achievement Motivation among Low Average and high Self-Concept adolescents of the total sample is significant at .05 levels. The table value at 2-difference level in Achievement Motivation among Adolescents with Low Average and high Self-Concept of the CBSE sample is significant at .05 levels since the 'F' Value (181.404) is greater than the table value. The difference in Achievement Motivation among Adolescents with Low Average and high Self-Concept of the State Syllabus sample is significant at .05 levels because the calculated 'F' Value (265.248) is greater than the table value at 2-difference level. The Male adolescents difference in Achievement Motivation among the Low Average and high Self-Concept of the Male Adolescents is significant at .05 level since the 'F' Value (203.585) is greater than the table value at 2-difference level The 'F' Value (234.986) is greater than the table value at 2-difference level and hence the difference in Achievement Motivation among the Adolescents with Low Average and high Self-Concept of the Female sample is significant at .05 level.

(C) Comparison between the Male \ Female and CBSE \ State Syllabus Adolescents on Self-concept

TABLE NO. 2: Cross Table showing the distribution of Low, Average and High groups of Self-Concept of the CBSE and State Syllabus Adolescents.

Item		Low		Average		High		Total	
		CBSE Sy.	State Sy.						
Self -Concept	Frequency	96	103	234	239	70	58	400	400
	Percentage	24	25.75	58.50	59.75	17.50	14.50	100	100

TABLE NO. 3: Cross Table showing the distribution of Low, Average and High groups of Self-Concept of the Male and Female Adolescents

Item		Low		Average		High		Total	
		Male	Female	Male	Female	Male	Female	Male	Female
Self-Concept	Frequency	100	99	229	244	71	57	400	400
	Percentage	25	24.75	57.25	61	17.25	14.25	100	100

TABLE NO. 4: Table Showing the Group Statistical Results, Mean, Std. Deviation and Std. Error Mean of Self-Concept of Various Groups.

Sl.No.	Item	Number	Mean	Std. Deviation	Std. Error Mean
1	CBSE Sy.	400	106.4200	43.7308	2.1865
2	State Sy.	400	103.6452	43.3261	2.1663
3	Male	400	105.8700	44.9367	2.2468
4	Female	400	104.1950	42.1031	2.1052
5	Total sample	800	105.0325	43.5238	1.5387

The calculated 't' value of Self-Concept between the CBSE and State Syllabus adolescents is .902, which is less than the table value of 1.96 at .05 level and is not significant. Since the 't' value at .05 level stands .587, which is less than the table value of 1.96 at .05 level, it is inferred that there is no significant difference between the male and female adolescents with respect to their Self-Concept.

(C) Comparison between Male \ Female and CBSE \ State Syllabus Adolescents achievement motivation.

TABLE NO. 5: Cross Table showing the distribution of Low, Average and High groups of Achievement Motivation of the CBSE and State Syllabus Adolescents.

Item		Low		Average		High		Total	
		CBSE Sy.	State Sy.						
Achievement Motivation	Frequency	94	105	230	217	76	78	400	400
	Percentage	23.50	26.25	57.50	54.25	19	19.50	100	100

TABLE NO. 6: Cross Table showing the distribution of Low, Average and High groups of Achievement Motivation of the Male and Female Adolescents

Item		Low		Average		High		Total	
		Male	Female	Male	Female	Male	Female	Male	Female
Achievement Motivation	Frequency	94	98	232	229	74	73	400	400
	Percentage	23.5	24.5	58	57.25	18.50	18.25	100	100

TABLE NO. 7: Table Showing the Descriptive Statistical Results, Mean, Std. Deviation and Std. Error Mean of Achievement Motivation of Various Groups.

Sl. No.	Item	Number	Mean	Std. Deviation	Std. Error Mean
1	CBSE Sy.	400	87.8700	38.6305	1.9315
2	State Sy.	400	83.8525	41.4496	2.0725
3	Male	400	87.1700	40.7876	2.0394
4	Female	400	84.5525	39.3880	1.9694
5	Total sample	800	85.8612	40.0902	1.4173

It is inferred that there is no significant difference between the Achievement Motivation of CBSE and State Syllabus adolescents since the 't' value at .05 level stands at 1.418, which is less than the table value of 1.96 at .05 level. The calculated 't' value with respect to the Male and Female adolescents' Achievement Motivation stands at .923, which is less than the table value of 1.96, hence it is inferred that there is no significant difference between them.

All the calculated values are greater than the table value at 2-difference level and the researcher concludes that there is a significant difference between the achievement motivation of the low, average and high self-concept of CBSE, State Syllabuses, Male, Female and the total adolescents. The mean scores clearly establish that the achievement motivation of the high, average and low scorers in self-concept is also high, average and low.

5. DISCUSSION

Thus the 'r' values connote a significant positive relationship between the Physical-Self, Social-Self, Temperamental-Self, Educational-Self, Moral-Self, Intellectual-Self and total self-concept, with the Achievement Motivation of all the sub-samples and the total sample since the calculated values are greater than the table values at .01 level. The regression indexes also consolidate this conclusion and the researcher infers that the achievement motivation can be predicted at significant levels based on the self-concept. According to the research findings and theoretical concepts there is a significant positive correlation between the sub-factors and total self-concept of the adolescents. A current topical examination of intervention research among adolescents have shown that Physical-Self, Social-Self, Temperamental-Self, Educational-Self, Moral-Self and Intellectual-Self have significant influence on the achievement motivation among adolescents (Asci, Kosar, & Isler, (2001); Nigg, Norman, Rossi, & Benisovich, (2001); Crocker, Sabiston,

Forrestor, Kowalski, & McDonough,(2003); Ekeland et al.,(2004);Spence, McGannon, & Poon, (2005);Raustorp, Stahle, Gudasic, Kinnunen, & Mattsson, (2005);Dishman, Hales, Pfeiffer, Felton, Saunders et al., (2006).

Hence the findings of this study confirm and further consolidate the existing conventional theory and conclusions that the sub-factors and the total self-concept of the adolescents are substantially and positively related with the achievement motivation. Thus it may be concluded that the various sub-factors and the total self-concept are positively correlated with the achievement motivation significantly at .05 levels. This positive significant relationship between the self-concept and Achievement motivation among the sub-samples and the total respondents clearly say that a change in the self- concept will cause in the similar change in the same direction with the achievement motivation of the adolescents. This is further substantiated with the results of the regression analysis conducted for the total self-concept scores and the achievement motivation of all the sub-samples and the total sample. Thus the regression analysis specifically establishes the impact of the self-concept on the achievement motivation and confirms the relationship between the self-concept and achievement motivation. The regression line scores suggest that, the achievement motivation of CBSE and State Syllabus adolescents along with the Male and Female adolescents and total adolescents are raised by (.704.652 .756 .731 and .751) units respectively. According to the findings of the studies conducted by Mc David (1959) Atkinson and Raynor (1974) Angell Marion (1990) and Newton Miller the achievement motivation can be predicted on the basis of the self-concept to a significant level and the findings of this study confirms with their observations. Thus it may be concluded that the relationship between the sub-factors and total self-concept and achievement motivation is very significant and may be predicted that the changes in the self-concept of the adolescents will definitely change the level of their achievement motivation.

In the comparisons of the self-concept and achievement motivation of CBSE and State syllabus adolescents and the Male and Female adolescents all the calculated values are lesser than the table value at .05 level and is concluded that there is no significant difference between these variables among the sub-samples. In short, after the study it is concluded that self-concept including all sub components of self concept such as Physical-elf, Social-Self, Temperamental-Self, Educational-Self, Moral-Self, Intellectual-Self and total self-concept, and achievement motivation are significantly correlated. At the same time there is no significant difference between the creativity, self-concept and achievement motivation of the CBSE, State syllabus adolescents or the Male and Female groups.

6. CONCLUSION

The study centers around the phenomenon of "adolescence" which is considered to be the most crucial period of life and most difficult group of people to handle both in family and society. With this regard study provides some concrete workable findings regarding the relationships between the self concept and achievement motivation which will be of great use for the social workers, teachers and the family members to handle this period more effectively and productively.

The study also help the parents, teachers, religious leaders, psychologists and social workers to give proper importance to self-concept and achievement motivation of adolescents to effect their integral involvement for maximizing the individual contributions to family, nation and humanity as a whole. This study being interdisciplinary in approach (Social work, Psychology, and Education) has provided some theoretical formulations and practical guidelines and so has both theoretical and practical value. The modern trends in social work approaches indicate a shift of emphasis from traditional approaches to the advanced dynamic approaches.

Since the study has tried to elucidate and re-emphasize the vitality of self-concept and achievement motivation on the meaningful development of adolescents to their successful adulthood life, it is of real value in the theory and practice of social work. The social Workers, Teachers, Policy makers and implementers along with other service professionals should develop specific training programmes and intervention schemes to improve the Self-concept and achievement motivation to make the life of the adolescents meaningful and successful in the adulthood period with good and effective results. The careful implementation of the training packages will definitely improve the self-concept and achievement motivation and naturally the society in general will get benefited.

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How to cite this article:

APA:

Antony, J. (2017, October). Adolescent Self - Concept and Achievement Motivation: A Critical Analysis. (A. Paul, Ed.) *Journal of Social Work Education and Practice*, II(4), 25-35.

MLA:

Antony, Jose. "Adolescent Self - Concept and Achievement Motivation: A Critical Analysis." *Journal of Social Work Education and Practice* II.4 (2017): 25-35.

Chicago:

Antony, Jose. "Adolescent Self - Concept and Achievement Motivation: A Critical Analysis." Edited by Arun Paul. *Journal of Social Work Education and Practice* II, no. 4 (October 2017): 25-35.