

# ACADEMIC MOTIVATION AND SELF-CONCEPT AMONG HIGHER SECONDARY SCHOOL MALE STUDENTS IN CHANCHAL BLOCK- I

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**Abstract:** The study made an in-depth analysis of the relationship between academic motivation and self-concept of higher secondary school students to determine the levels of academic motivation and self-concept and explored the impact of self-concept on academic motivation of the higher secondary school students located in Chanchal Block-I. 500 (Rural 250 + Urban 250) male students five government-aided higher secondary schools were randomly selected as sample for this study who participated in the process of data collection. Academic Motivation Scale (AMS) was used to measure extrinsic and intrinsic academic motivation and the Self-Concept Questionnaire (SCQ) developed by R. K. Saraswat (1984) was used as a tool for data collection to determine the level of self-concept of the students. The study revealed that the majority of the students had medium level of academic motivation and self-concept and there was no significant difference in the students' academic motivation and self-concept scores between rural and urban higher secondary male students. It also showed that the correlation between academic motivation and self-concept of the students was significant.

**Keywords:** Academic motivation, Self-concept, Higher Secondary Male Students

## I. INTRODUCTION

Academic motivation and self-concept are crucial in the process of a student's learning and academic success. A student with weak or no academic motivation cannot progress in learning and acquisition of knowledge. Academic motivation creates an inner force of learning urge in a student. Motivation is an incentive to learning and academic success, and inadequate motivation in the field of learning poses a bar to it. Biehler and Snowman (1986) assert that motivation is essential for learning. Self-concept in the perspective of student is academic self-concept which is an indicator of evaluation of the self. It is concerning a student's self evaluation of learning ability and competence. Academic self-concept stimulates motivation and compels a student to focus his attention on learning to enhance his learning in the process of academic success. Academic motivation and self-concept are strongly and positively correlated. Many studies have revealed that students who have higher academic self-concept perform better academically and tend to be more motivated and achieve better in academics. On the contrary students with low level of self-concept have low level of academic motivation and find it hard to have higher academic achievement. Teachers and parents are required to play a crucial role in fostering a positive self-concept and motivation in students to support their efforts to achieve better in studies. Academic motivation is an important predictor of achievement in education and learning. Both intrinsic and extrinsic factor that affect students' efforts for learning and academic achievement are embedded in academic motivation. Positive and negative self-concept has a affects academic achievement accordingly.

### Objectives of the Study

Academic motivation and academic self-concept are important ingredients of academic achievement. Academic motivation boosts academic self-concept and both play a significant role in student academic achievement. The broad objective of the study was to find the statistical relationship between academic motivation and academic self-concept, and the specific objectives of the study are:

1. To investigate the relation between academic motivation and self-concept among rural higher secondary male students,
2. To investigate the relation between academic motivation and self-concept among urban higher secondary male students,

3. To determine the correlation between academic motivation and self-concept among higher secondary male students.

**Research Questions**

1. Is there any significant difference in academic motivation between rural and urban higher secondary male students?
2. Is there any significant difference in self-concept between rural and urban higher secondary male students?
3. Is there any significant relationship between academic motivation and self-concept of higher secondary male students?

**Significance of the Study**

It has been postulated that the findings of the present study will have a positive impact on the parents, teachers and other stakeholders and help them understand that students of higher secondary students need to be academically motivated in order to bolster their academic self-concept. Positive academic motivation in students leads to the improvement of academic self-concept, and higher academic motivation combines with stronger self-concept pave the way for better academic achievement for students. The study would create a sense of parental duty to support their children to enhance their academic motivation.

**II. REVIEW OF LITERATURE ON ACADEMIC MOTIVATION AND SELF-CONCEPT**

Academic motivation is an inner drive for learning. It is perceived as intrinsic and extrinsic academic motivation. Supportive parents and classroom learning environment contribute to the development of positive academic motivation. Self-concept is a correlation with academic achievement. The hypothetical reality of relationship between self-concept and students' achievement leads the researcher to carry out a study to determine the relation between self-concept and achievement motivation of high school students. Fincham and Cain (1986) viewed intrinsic motivation as patterns related with high perceived ability and extrinsic motivation as a concern with external reason of activity. Gottfried (1990) states that the children who have well-developed intrinsic motivation are able to show stronger conceptual learning, more improved memory and higher academic performance than others. Lawler (1994) maintains: "Motivation is goal directed". Denhdet (2008) defines motivation as environmentally dependent. Grant (2008) argues that intrinsic motivation is a strong factor in performance, persistence and productivity for adults in the working world. Self-concept is established through the relation with teachers, parents, and peers who play a crucial role within the development of self-concept (Gallahue and Ozmun, 2002) Rajani (2007) writes that there was a significant correlation between self-concept and job involvement of teachers. Marsh and Craven (1997) showed the positive correlation between self-concept and academic motivation. Rana and Iqbal (2005) conducted a research on the effect of students' self-concept and gender on academic achievement in science and exhibited that the interaction between the students' gender and self-concept exercises a significant effect on the science achievement of students in the 11<sup>th</sup> and 12<sup>th</sup> classes. Archana and Chammundeswari (2013) comment that motivation and self-concept having positive relationship with academic performance of high school students. Khillare Nandkishor (2019) showed no significant difference of self-concept and academic achievement among urban and rural male and female adolescents. Academic motivation generates interest in learning that stimulates motivation among learners or students to improve academic performance. Students who have positive or high self-concept are usually found to have attained good grades or achievement, and on the other hand, the students who are found to have negative or low self-concept commonly have attained low academic achievement. But there was one study that suggested that there was no significant correlation between self-concept and academic achievement (Deepika & Geetha, 2018).

**Variables:**

The present study is concerned with higher secondary male students as independent variable and academic motivation and self-concept as dependent variables.

**III. METHODOLOGY**

The present study was conducted through descriptive survey method. Descriptive research method refers to a method for collecting, organizing and summarizing data in order to determine and describe important features of the data. Gray writes (1996) that it determines and reports the way things are. The details of sample, tool, procedure of data collection and statistical technique were furnished hereunder.

## Sample

The present study was carried out with the respondents randomly selected from 5(five) higher secondary schools located in Chanchal-I Block in Malda district. A total number of 500 higher secondary male students with 100 ( $N = 100 \times 5 = 500$ ) students from each school were selected to participate as sample in the data collection process.

## Tools of Research

Standardized Questionnaires on academic motivation developed by K. S. Misra and self-concept questionnaire developed by R. K. Saraswat (1984) were applied to the 500 respondents and their responses were collected for data analysis. The respondents answered Likert scale types of items. The questionnaire on academic motivation consists of 46 items with strongly agree, agree, disagree, strongly disagree and neutral. The self-concept questionnaire consists of 48 items each containing six response alternatives. These were the two tools adopted for data collection for the study.

## Procedure for Data Collection

The Head masters of the five schools were contacted with written prayer for permission for collecting data. The relevant data on different constructs in accordance with the research tools were collected and also in accordance with the research ethics. The respondents fully cooperated with the researcher during the data collection process.

## Statistical Technique

The statistical techniques used in the present study were: 't'-test with the help of SPSS 20.00 (a comprehensive system for data analysis) and Pearson Product Moment of Correlation. 't'-test helped the researcher of this study to determine to get the answer of the research questions of the study and Pearson's Product Moment of Correlation helped to determine the relationship between the two academic motivation and (academic) self-concept (the two variables).

## Data Analysis and Interpretation

The data collected for this study through two separate sets of questionnaire on student self-concept and academic motivation were examined. The result of the examination of the data revealed no significant difference of the mean scores in student self-concept and academic motivation between rural higher secondary male students and urban higher secondary male students of the schools in Malda district. The aim was to determine whether there was any significant impact of area on the development of self-concept and academic motivation. The data were described in terms of Mean, Median, and Standard Deviation of both rural and urban higher secondary male students. The Mean scores of both rural and urban students were almost equal in terms of the level of academic motivation, i.e., 253 (50.60%) and 247 (49.40%). Hence there is found no significant difference in the mean scores of academic motivation between rural and urban students. Kolmogorov-Smirnov test of normality on academic motivation revealed the statistic, 0.121 with degree of freedom, 300 and significance level, 0.00, that is, significant at 0.01 level. The Mean scores of both rural and urban male Higher Secondary students were almost equal in terms of the level of self-concept, i.e., 261 (52.20%, below mean) and 239 (47.80%, above mean). Median and Mode are almost equal while Mean is slightly difference from them. The Kolmogorov-Smirnov Test statistic is 0.098 which is very low although it is significant at 0.01 level as the p-value is 0.00.

## IV. DISCUSSION

The study was carried out on three research questions which were examined to derive their answers. The Research Question No. I "Is there any significant difference in academic motivation between rural and urban higher secondary male students?" was answered in the following manner:

Table: 1

Rural Male Higher Secondary Students			Urban Male Higher Secondary Students			M D	DF	t-value	Significance
n <sub>1</sub>	Mean	SD	n <sub>2</sub>	Mean	SD				
250	203.34	8.07	250	204.62	8.66	1.28	498	1.71	Not Significant

\*t-criterion value at 0.05 level is 1.96 for df 498.

The table 1 shows that the means and standard deviations of academic motivation of rural and urban Higher Secondary students are 203.34 and 8.07 and 204.62 and 8.66 respectively. The answer of this question is that no significant difference in academic motivation between the mean scores of rural and urban higher secondary students of the schools located at Chanchal 1 Block on Malda district is found as the t-value of 1.71 is less than the t-criterion value of 1.96 at 0.05 level for DF 498.

The Research Question No. 2 “Is there any significant difference in self-concept between rural and urban higher secondary male students?” which was answered in the following manner:

Table 2

Rural Higher Secondary Male Students			Urban Higher Secondary Male Students			MD	DF	t-value	Significance
N <sub>1</sub>	Mean	SD	N <sub>2</sub>	Mean	SD				
250	205.39	7.03	250	205.39	7.30	0.02	498	0.03	Not Significant

\*t-criterion value at 0.05 level is 1.96 for df 498.

The Table 2 displays that the means and standard deviations of self-concept of rural and urban higher secondary male students of the schools located at Chanchal-1 Block in Malda district are 205.39 and 7.03 and 205.39 and 7.30 respectively. Now the answer is that no significant difference in the scores of rural and urban higher secondary male students was found as t-criterion value at 0.05 level is 1.96 for DF 498.

Table 3

Relationship between Academic Motivation among Rural and Urban Higher Secondary Male Students

Rural students 250	Mean of Academic motivation	203.34	DF 498	r 3.1	P 0.000	Significance Not significant
Urban students 250	Mean of Academic Motivation	204.62	DF 498	r 3.1	P 0.000	Significance Not significant

Table 4

Relationship between Self-concept among Rural and Urban Higher Secondary Male Students

Rural students 250	Mean of Self-concept	205.39	DF 498	r 3.2	P 0.000	Significance Not significant
Urban students 250	Mean of Self-concept	205.39	DF 498	r 3.2	P 0.000	Significance Not significant

The table No. 3 and 4 shows that there is significant correlation of academic motivation and self-concept between rural and urban higher secondary male students as r is equal in both the variables. The medium level of academic motivation (correlation r 3.1) is equal to the medium level of self-concept (correlation r 3.2). There is significant correlation between academic motivation and self-concept among rural and urban higher secondary male students in the schools located at Chanchal 1 Block in Malda district.

### Findings

- No significant difference in academic motivation between rural and urban higher secondary male students of the schools at Chanchal-1 Block in Malda district was found.
- No significant difference in self-concept between rural and urban higher secondary male students of the schools at Chanchal-1 Block in Malda district was found.
- Significant relationship between academic motivation and self-concept among rural and urban higher secondary male students was found.

### V. CONCLUSION

It is concluded from the current study that academic motivation of higher secondary male students is positively correlated with the self-concept developed in them. Academic motivation affects self-concept. Self-concept in students develops in line with academic motivation. Place or area does not interfere in this matter. Academic motivation and (academic) self-concept irrespective of rural and/or area(s) uniformly develop in a student. Academic motivation and self-concept combine to provide an inner urge to a student to perform better in the process of learning and education. The urge for higher academic achievement emanate from better academic motivation and self-concept.

From the findings it may be assumed that parents, teachers, schools and other stakeholders should try their best to motivate the students toward learning as much as possible to develop their abilities to assess their own skills and competence for higher academic performance and achievement.

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