EXPLORING SELF ESTEEM AND ACHIEVEMENT MOTIVATION AMONG INDIVIDUALS HAVING CLEARED INTERMEDIATE CA/CS EXAMINATIONS, IN SINGLE OR MULTIPLE ATTEMPTS, CURRENTLY PREPARING FOR FINALS

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Abstract

The present study was conducted to explore And compare the self esteem and achievement motivation among individuals having cleared intermediate CA/CS examinations, in single or multiple attempts, currently preparing for finals. The sample size was 100, all belonging to Marwari community. Rosenberg Self Esteem Scale and Deo-Mohan Achievement Motivation Scale were used to collect data from the target group. Correlation and t-scores were calculated to analyse the results obtained. Results suggested that in case of boys number of attempts didn't affect their self esteem and achievement motivation but in case of girls number of attempts did matter. Moreover, though insignificant but no negative relationship between self esteem and achievement motivation was established in the present study.

Keywords: Self Esteem, Achievement Motivation.

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Introduction

Self esteem is the evaluative aspect of the self concept that corresponds to an overall view of the self as worthy or unworthy [1]. This is embodied in Coopersmith's [2] classic definition of self esteem: The evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. Thus, self esteem is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships and future outcomes. Having high self esteem apparently provides benefits to those who possess it: they feel good about themselves, they are able to cope effectively with challenges and negative feedback, and they live in a social world in which they believe that people value and respect them [1]. Self Esteem affects the enjoyment of life even if it does not have substantial impact on career success, productivity or other objective outcome measures. Self Esteem is even vital for psychological health of an individual. A number of studies suggest that boys and girls diverge in their primary source of self esteem, with girls being more influenced by relationships and boys being more influenced by objective success.

Academic achievement has become an index of child's future particularly so in highly competitive world. Research studies have proved that achievement and motivation are related to each other. Achievement and motivation are important determinants of aspiration and effort when an individual expects that his performance will be evaluated in relation to some standard of excellence. Motivation can be defined as the driving force behind all the actions of an individual and it works as a definite process [5]. Few factors which influence Achievement Motivation are family influences, expectations, influence of sex roles, role of self concept , self efficacy [6] and so on. In recent times, with regard to self esteem, scholars such as Copersmith, Shrauger and Sorman, Abdulganiyu, Oniyamu and Ibironke have examined the influence of self esteem on achievement motivation. The focus of the present research is to study the self esteem and achievement motivation of students pursuing CA/CS courses. CA stands for Chartered Accountant. A Chartered Accountant is a person who is specialized in auditing, taxation and accounting. C.S stands for Company Secretary-ship. Company Sectary is a professional course which is managed by the Institute of Company Secretaries of India (ICSI) which is constituted under the Company Secretaries Act, 1980.

The objective of the present study is to explore the self esteem and achievement motivation among individuals having cleared intermediate CA/CS exams, in single or multiple attempts, currently preparing for finals.

Review of Literature

Review of Literature is an essential part of any research study as it helps the investigator to become familiar with previous research in one's field of interests, various methods and procedure, which can be pursued. It helps in the formulation of the problems. Furthermore it gives a general outline for execution of the research study.

A study was conducted to find the impact of test anxiety and self-esteem on academic performance. Subjects were randomly selected from government inter colleges in Durbhanga town. Test anxiety inventory and Coopersmith self esteem inventory was applied and their aggregate marks of standard XI was collected. Results indicated that low test anxiety students have higher academic performance, positive relationship was found between self esteem and academic performance. A negative relation was found in test anxiety and self esteem and it was also seen that boys have least test anxiety, better self esteem and better academic performance in comparision to girls. [4]

Another study conducted to find the relationship between self-esteem and academic achievement of students of standard IX of Mysore city. Data were obtained from 321 students of standard IX from government and private schools of Mysore city. The Coopersmith Self Esteem Inventory (CSEI) was used to find out Self esteem and total scores on second semester exams was considered to determine the level of Academic Achievement of students. Results revealed positive relationship between Self Esteem and Academic Achievement of students. [7]

Yet another study by Dr Sita Chetri examined the relationship of self concept and achievement motivation of adolescents with their academic achievements. Subjects were 480 boys and girls from 10 government and non-government schools of the age group 16-17 years. Result of the study indicated non specific gender difference in the self concept. Study also revealed significant relationship between the variables of self concept, achievement motivation and academic

achievement [3].Overall review of literature reflects that self esteem and achievement motivation has significant impact on academic performance. Present study aims to explore the self esteem and achievement motivation among individuals having cleared CA/CS examinations in single or multiple attempts and currently preparing for their finals.

Methodology

The data in the present study was collected using two standardized questionnaires namely, Rosenberg Self Esteem Scale and Deo-Mohan Achievement Motivation Scale. Proper instructions were given before handing over the questionnaires to the respondents. Standardized scoring keys and norm tables of both the scales were used to analyse the data. The sample was chosen through the process of Snowball Sampling. The collected data was processed and analysed using various statistical measures like mean, standard deviation, t-score and Karl Pearson's Product Moment Correlation. All the results obtained were compared with the given values at 5% level of significance.

Hypothesis

A hypothesis is a tentative explanation for certain behaviours, phenomena, or events that have occurred or will occur. The hypothesis is formulated following the review of related literature and prior to the execution of the study. The related literature leads the researcher to expect a certain relationship.

For the purpose of the present study, the following hypotheses were formulated and put to test:

H_{0A}: There is no significant difference between self esteem of boys having cleared CA/CS intermediate examinations in single attempt and those who took multiple attempts.

H_{1A}: There is significant difference between self esteem of boys having cleared CA/CS intermediate examinations in single attempt and those who took multiple attempts.

H_{0B}: There is no significant difference between self esteem of girls having cleared CA/CS intermediate examinations in single attempt and those who took multiple attempts.

H_{1B}: There is significant difference between self esteem of girls having cleared CA/CS intermediate examinations in single attempt and those who took multiple attempts.

H_{0C}: There is no significant difference between achievement motivation of boys having cleared CA/CS intermediate examinations in single attempt and those who took multiple attempts.

H_{1C}: There is significant difference between achievement motivation of boys having cleared CA/CS intermediate examinations in single attempt and those who took multiple attempts.

H_{0D}: There is no significant difference between achievement motivation of girls having cleared CA/CS intermediate examinations in single attempt and those who took multiple attempts.

H_{1D}: There is significant difference between achievement motivation of girls having cleared CA/CS intermediate examinations in single attempt and those who took multiple attempts.

H_{0E}: There is no significant difference between self esteem of boys and girls having cleared CA/CS intermediate examinations in single attempt.

H_{1E}: There is significant difference between self esteem of boys and girls having cleared CA/CS intermediate examinations in single attempt.

H_{0F}: There is no significant difference between self esteem of boys and girls having cleared CA/CS intermediate examinations in multiple attempts.

H_{1F}: There is significant difference between self esteem of boys and girls having cleared CA/CS intermediate examinations in multiple attempts.

H_{0G}: There is no significant difference between achievement motivation of boys and girls having cleared CA/CS intermediate examinations in single attempt.

H_{1G}: There is significant difference between achievement motivation of boys and girls having cleared CA/CS intermediate examinations in single attempt.

H_{0H}: There is no significant difference between achievement motivation of boys and girls having cleared CA/CS intermediate examinations in multiple attempts.

H_{1H}: There is significant difference between achievement motivation of boys and girls having cleared CA/CS intermediate examinations in multiple attempts.

H_{0I}: There is no significant relationship between self esteem and achievement motivation of individuals having cleared intermediate CA/CS examinations, in single or multiple attempts, currently preparing for finals.

H_{1I}: There is significant relationship between self esteem and achievement motivation of individuals having cleared intermediate CA/CS examinations, in single or multiple attempts, currently preparing for finals.

H_{0J}: There is no significant relationship between self esteem of boys and girls having cleared intermediate CA/CS examinations, in single attempt, currently preparing for finals.

H$_{1J}$: There is significant relationship between self esteem of boys and girls having cleared intermediate CA/CS examinations, in single attempt, currently preparing for finals.

H$_{0K}$: There is no significant relationship between self esteem of boys and girls having cleared intermediate CA/CS examinations, in multiple attempts, currently preparing for finals.

H$_{1K}$: There is significant relationship between self esteem of boys and girls having cleared intermediate CA/CS examinations, in multiple attempts, currently preparing for finals.

H$_{0L}$: There is no significant relationship between academic achievement of boys and girls having cleared intermediate CA/CS examinations, in single attempt, currently preparing for finals.

H$_{1L}$: There is significant relationship between academic achievement of boys and girls having cleared intermediate CA/CS examinations, in single attempt, currently preparing for finals.

H$_{0M}$: There is no significant relationship between academic achievement of boys and girls having cleared intermediate CA/CS examinations, in multiple attempts, currently preparing for finals.

H$_{1M}$: There is significant relationship between academic achievement of boys and girls having cleared intermediate CA/CS examinations, in multiple attempts, currently preparing for finals.

Sample Characteristics

In the present study, the method of sampling used was Purposive Sampling. Specifically, however, Snowball Sampling was done to collect the required data. The sample was restricted to individuals preparing for either CA final examinations or CS final examinations, in Kolkata (West Bengal).

Table 1 Showing details of the sample

Sample Size	Gender	Age Range	Mean Age	No. of attempts taken for intermediate exams	
				Single	Multiple
100	Male	20- 28 years	23 years	32	68
100	Female	20-28 years	24.5 years	51	49

Results

After data collection, mean (average) and standard deviation was found for all the groups. The groups were then compared by applying t- test.

Table 2 Showing details of comparison.

Groups	Number
1. (a) Comparing self esteem of boys having cleared CA/CS intermediate examinations in single attempt And (b) Boys having cleared CA/CS intermediate examinations in multiple attempts.	I
2. (a) Comparing self esteem of girls having cleared CA/CS intermediate examinations in single attempt And (b) Girls having cleared CA/CS intermediate examinations in multiple attempts.	II
3. (a) Comparing achievement motivation of boys having cleared CA/CS intermediate examinations in single attempt And (b) Boys having cleared CA/CS intermediate examinations in multiple attempts.	III
4. (a) Comparing achievement motivation of girls having cleared CA/CS intermediate examinations in single attempt And (b) Girls having cleared CA/CS intermediate examinations in multiple attempts.	IV
5. (a) Comparing self esteem of boys having cleared CA/CS intermediate examinations in single attempt And (b) Self esteem of girls having cleared CA/CS intermediate examinations in single attempt.	V
6. (a) Comparing self esteem of boys having cleared CA/CS	

intermediate examinations in multiple attempts And (b) Self esteem of girls having cleared CA/CS intermediate examinations in multiple attempts.	VI
7. (a) Comparing achievement motivation of boys having cleared CA/CS intermediate examinations in single attempt And (b) Achievement motivation of girls having cleared CA/CS intermediate examinations in single attempt.	VII
8. (a) Comparing achievement motivation of boys having cleared CA/CS intermediate examinations in multiple attempts And (b) Achievement motivation of girls having cleared CA/CS intermediate examinations in multiple attempts.	VIII
9. (a) Comparing self esteem of individuals having cleared CA/CS intermediate examinations, in single or multiple attempts, currently preparing for finals And (b) Achievement motivation of individuals having cleared CA/CS intermediate examinations, in single or multiple attempts, currently preparing for finals.	IX
10. (a) Relationship between self esteem in boys having cleared intermediate CA/CS examinations in single attempt And (b) Achievement motivation in boys having cleared intermediate CA/CS examinations in single attempt.	X
11. (a) Relationship between self esteem in girls having cleared intermediate CA/CS examinations in single attempt And (b) Achievement motivation in girls having cleared intermediate CA/CS examinations in single attempt.	XI

12. (a) Relationship between self esteem in boys having cleared intermediate CA/CS examinations in multiple attempts And (b) Achievement motivation in boys having cleared intermediate CA/CS examinations in multiple attempts.	XII
13. (a) Relationship between self esteem in girls having cleared intermediate CA/CS examinations in multiple attempts And (b) Achievement motivation in girls having cleared intermediate CA/CS examinations in multiple attempts.	XIII

The present study tasted 13 hypotheses in total. The first 8 hypotheses studied the significant difference between various sub groups of the sample as shown in Table 3 given below. The last 5 hypotheses studied the significant relationship between Self Esteem and Achievement Motivation among various sub groups as shown in Table 4.

Table 3 Showing the mean values and "t" values of the groups.

Number	Mean Value		"t" value	Hypotheses
I	18.06	17.73	0.81	Insignificant; H_0 Accepted & H_1 Rejected
II	19.75	16.40	8.61	Significant; H_0 Rejected & H_1 Accepted
III	117.63	116.47	1.90	Insignificant; H_0 Accepted & H_1 Rejected
IV	120.94	111.52	5.16	Significant; H_0 Rejected & H_1 Accepted
V	18.06	19.75	0.37	Insignificant; H_0 Accepted & H_1 Rejected
VI	17.73	16.40	0.46	Insignificant; H_0 Accepted & H_1

				Rejected
VII	117.63	120.94	0.16	Insignificant; H_0 Accepted & H_1 Rejected
VIII	114.47	111.52	0.20	Insignificant; H_0 Accepted & H_1 Rejected

Table 4- Showing the mean values and values of Karl Pearson Product Moment Correlation (r) of the groups.

Number	Mean value	Mean value	r	Hypotheses
IX	17.98	115.93	0.05	Insignificant; H_0 Accepted & H_1 Rejected
X	18.06	117.63	0.06	Insignificant; H_0 Accepted & H_1 Rejected
XI	19.75	120.94	-0.01	Insignificant; H_0 Accepted & H_1 Rejected
XII	17.49	114.49	0.05	Insignificant; H_0 Accepted & H_1 Rejected
XIII	16.40	111.52	0.17	Insignificant; H_0 Accepted & H_1 Rejected

Discussion

The present study found that there is no significant difference between self esteem of boys having

cleared CA/CS intermediate examinations in single attempt and those who took multiple attempts.

Whereas a significant difference was found in the self esteem of girls having cleared CA/CS intermediate examinations in single attempt and those who took multiple attempts. This signifies that for girls, number of attempts matter unlike boys and also have an impact on their self esteem and self worth. No significant difference in achievement motivation of boys having cleared CA/CS intermediate examinations in single and those who took multiple attempts was found. Whereas it was found that there is difference in achievement motivation of girls having cleared

CA/CS intermediate examinations in single and those who took multiple attempts. This signifies that number of attempts affect achievement motivation of girls. The reason behind this finding that number of attempts is affecting only girl's self esteem and achievement motivation and not that of boys may be considerable amount of family and social pressure regarding marriage. Unlike boys, girls need to move out of their families and adjust in a completely new family and environment. They are always in the stress as to whether they will be allowed to continue their studies career further. Moreover, it might be that these girls were not sure of their career and had less time in hand, before marriage. Girls are usually not sure as to what kind of family they will get married into and hence the pressure to clear the examinations at first attempt increases.

 Furthermore, it was also found, in the present study, that there is no significant difference in self esteem and achievement motivation of boys and girls having cleared CA/CS intermediate examinations in single attempt. This suggests that there is no gender difference in the level of self esteem and achievement motivation among individuals who have cleared the intermediate examinations in single attempt.

Analysis of data further reveals that there is no significant difference in self esteem and achievement motivation of boys and girls having cleared CA/CS intermediate examinations in multiple attempts. This again points out that according to the present study there is no gender difference in the level of self esteem and achievement motivation among individuals who have cleared the intermediate examinations in multiple attempts.

 The study also suggests that though there is no negative relationship between self esteem and achievement motivation among individuals having cleared CA/CS intermediate examinations in single or multiple attempts, slight difference is seen in case of girls due to various reasons like sex roles, family and societal pressure, culture, family background and so on. Overall, the values of't' and 'r' show no significant difference and relationship between various subgroups of the main group. However, slight significant difference was seen among girls.

 To conclude it is vital to understand that both self-esteem and achievement motivation are needed life-long and we need to remember the important roles played by the environment of an individual (irrespective of gender) which can either enhance or damage his/her self esteem and achievement motivation.

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