SELF-CONCEPT, SELF-EFFICACY AND ACHIEVEMENT MOTIVATION AMONG MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS

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Abstract:

A sample of 125 school students (65 middle-school and 60 high-school) from P.K.International School, Pune, Maharashtra was selected for the above study. They responded to Self-concept Questionnaire by Saraswat, The General Self-Efficacy Scale by Schwarzer and Rosenberg and Achievement-Motivation Inventory by Muthee and Thomas.

The results shows no difference in dimensions of self-concept such as physical (t=1.42), social (t=0.12), temperamental (t=0.56) and moral (t=0.67), difference in educational (2.23), intellectual (3.98) and total self-concept (2.27). No difference in self-efficacy (t=0.41), achievement-motivation (t=0.69). A positive correlation between self-efficacy and achievement-motivation (r=0.438), achievement-motivation and dimensions of self-concept such as physical (r=0.184), educational r=0.263), intellectual (r=0.188) and total self-concept (r=0.256); no significant correlation between social (r=0.035), temperamental (r=0.168), moral (r=0.170). A positive correlation between self-efficacy and dimensions of self-concept such as physical(r=0.380), social(r=0.259), temperamental(r=0.239), educational(r=0.298), moral(r=0.354), intellectual (r=0.206), and total self-concept(r=0.446). All results are significant at 0.05 level.

Keywords :Self-concept, Self-efficacy, Achievement-motivation.

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INTRODUCTION

In India the basic education system is progressing and is equipped with the latest knowledge and technology. The younger generation i.e tomorrow's future is learning fast. Now it is seen that the growth of children in terms of cognitive, physical, emotional, intelligence is speeded. Today's children are able to grasp, observe many new aspects. They are also exposed to technology and social media too much and a lot of talk is done about its harmful effects on thinking and personality of children. This research topic is an attempt to understand the personality aspects in terms of self-concept in various fields of physical, social, emotional, intellectual, educational understandings of children studying in middle school and high school. Also what are their ideals, goals in life, motivation, achievements done so far, what are they thinking about their future? Do they have self-efficacy to handle their daily problems, exam pressure etc? Parents put too much pressure on academics of children, but in this the child losses his original strengths, personality, and just runs behind goals, but does he have enough self-efficacy to handle the challenges of his life, is he strong enough to tackle his life. This research is just trying to understand how the school going children are going to develop in their life.

Concepts used in present study:

Self-concept: According to Rogers (1951) "Self concept is an organized configuration of perceptions of the self which are admissible to awareness. The self-concept is basically a set of ideas about oneself, as a person, and one's place in the world, society, and the lives of people around oneself. Raimy (1943), 'the self-concept is the more or less organized perceptual object resulting from present and past self observation'. Sood (2006), 'Self-concept is the sum total of person's perceptions about his physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. (The International Journal of Indian Psychology, 2015).

Self-efficacy: Bandura (1986) 'Self efficacy refers to beliefs about one's capabilities to learn or perform behaviors at designated levels. Self-efficacy is a belief about one's capability, and as such, does not necessarily match one's actual capability in a specific domain. The most useful efficacy judgments are those that slightly exceed one's actual capabilities, as this modest overestimation can actually increase effort and persistence during difficult times. Individuals

make use of their efficacy judgments in reference to some goal.' (Perspectives on Medical Education, 2012).

Achievement Motivation: Motivation is the driving and pulling forces which results in persistent behavior directed towards certain goals. The motivation that produces a need for better success or achievement is called achievement motivation. McClelland et, al, (1959), 'achievement motivation is a competition with a standard of excellence. It is a desire to attain a high standard of excellence and to accomplish the unique objective. Achievement motivation is an individual's need to meet realistic goals, receive feedback and experience a sense of accomplishment. People who are oriented towards achievement enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. Achievement motivation means the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery. (The International Journal of Indian Psychology, 2015).

Middle School Students: The Middle Stage of school education comprises of Classes V-VII i.e., of three years' duration in 5 States which are Assam, Goa, Gujarat, Kerala and Maharashtra. (Selected Information on School Education in India 2011-12, 2014)

High School Students : The High or Secondary Stage of school education comprises of classes VIII to X i.e. of three years' duration in 7 States which are Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra and Odisha. (Selected Information on School Education in India 2011-12, 2014)

Statement of the problem

A study of self-concept, self-efficacy and achievement motivation among middle school and high school students

Objectives of the study

• To study difference on self-concept, self-efficacy and achievement motivation among middle school and high school students.

- To study correlation between self-concept, self-efficacy and achievement motivation among middle school and high school students.

Review of Literature

Bong (2001) in the study' Between- and within-domain relations of academic motivation among middle and high school students: Self-efficacy, task value, and achievement goals' found that self-efficacy perceptions were moderately correlated across subjects. High school students' academic motivation was more differentiated than that of middle school students.

Khan & Alam (2015) in their research 'Self-Concept in Relation to Achievement Motivation of High School Students' found that self-concept has positive relationship with achievement motivation of high school students. Social, intellectual, moral, educational and temperamental self-concept have statistically significant positive correlation with achievement motivation of high school students. But there is no statistically significant correlation existed between physical self-concept and achievement motivation of high school students. Also result indicates that high school girls are significantly better on social self-concept and moral self-concept than high school boys. Girls and boys of high school did not differ on other dimensions of self-concept like physical, intellectual, educational, temperamental and on total self-concept. While there are gender difference on achievement motivation among high school girls and boys. High school girls have better achievement motivation than that of high school boys.

Ferla et.al. (2009)Academic self-efficacy and academic self-concept: Reconsidering structural relationships that students' academic self-concept strongly influences their academic self-efficacy beliefs, academic self-concept is a better predictor (and mediator) for affective–motivational variables, while academic self-efficacy is the better predictor (and mediator) for academic achievement.

Hsieh et.al. (2007) found in the study 'A Closer Look at College Students: Self-Efficacy and Goal Orientation that self-efficacy and mastery goals were positively related to academic standing whereas performance-avoidance goals were negatively related to academic standing. Students in good academic standing reported having higher self-efficacy and adopted significantly more mastery goals toward learning than students on academic probation.

Marsh (1990) found in the study 'Causal ordering of academic self-concept and academic achievement: A multiwave, longitudinal panel analysis' that reported grade averages in Grades 11 and 12 were significantly affected by academic self-concept measured the previous year, whereas prior reported grades had no effect on subsequent measures of academic self-concept.

Hypotheses

1.   There will be difference on physical self-concept, social self-concept, temperamental self-concept, educational self-concept, moral self-concept and intellectual self-concept among middle school and high school students.

2.   There will be no difference on self-efficacy among middle school students and high school students.

3.   There will be difference on achievement motivation among middle school and high school students.

4.   There will be positive correlation between self-efficacy and achievement motivation among middle school and high school students.

5.   There will be positive correlation between social self-concept and achievement motivation, temperament self-concept and achievement motivation, educational self-concept and achievement motivation, moral self-concept and achievement motivation, intellectual self-concept and achievement motivation, total self-concept and achievement motivation among middle school and high school students.

6.   There will be no correlation between physical self-concept and achievement motivation among middle school and high school students.

7.   There will be no correlation between physical self-concept and self-efficacy, social self-concept and self-efficacy, temperament self-concept and self-efficacy, educational self-concept and self-efficacy, moral self-concept and self-efficacy, intellectual self-concept and achievement

motivation, total self-concept and achievement motivation among middle school and high school students.

MATERIAL AND METHOD

Sample

A sample of 125 school students was selected by census sampling method. It consisted of two groups. One group consisted of 65 middle school students (44 boys and 21 girls) studying in 6th and 7th Std, with age ranging from 11 to 13 years. The other group consisted of 60 high school students (35 boys and 25 girls) studying in 8th and 9th Std, with age ranging from 13 to 16 years. All the students are from P.K.International School, Chakan, Pune, Maharashtra. The school follows the curriculum of CBSE board pattern. It is a private school which was started 10 years back in rural area of Pune.

Tools

- **Self concept Questionnaire by Saraswat (1999):**

This scale measures self-concept of an individual on 6 dimensions : physical, social, temperamental, educational, moral and intellectual. It consists of 48 items and scoring is done with response 5,4,3,2,1. The reliability was found by test-retest method and was .91 for total self concept measures. Reliability coefficients of various dimensions varies from .67 to .88. This inventory consists of content and construct validity.

- **The General Self-Efficacy Scale by Schwarzer & Jerusalem Rosenberg (1995)**

This scale consists of 10 items with 4 response categories and the scoring is done as per the manual. Its reliability Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s. Scale has good criterion-related validity. This scale measures a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events.

- **Achievement Motivation Inventory by Muthee & Thomas (2009):**

This is a 32 item scale intended to assess the achievement motivation among school students. Cronbach alpha computed for the scale was found to be .749 indicating that the scale has

satisfactory internal consistency reliability. Validity for the scale is claimed on the basis of the fact that it is modeled after well known inventories meant for measuring achievement motivation. The scoring of the scale is done in such a manner that high scores indicate high levels of achievement motivation.

RESULT AND DISCUSSION:

Table 1

(Mean, SD, 't' values and df across middle school and high school students in Physical, Social, Temperamental, Educational, Moral, Intellectual and Total Self-Concept)

Variables	Category	N	Mean	Standard Deviation	't' value	df
Physical Self-Concept	Middle School students	65	30.97	3.71	1.42 (N.S)	123
	High School students	60	30.02	3.80		
Social Self-Concept	Middle School students	65	30.62	3.67	0.12 (N.S)	123
	High School students	60	30.53	4.14		
Temperamental Self-Concept	Middle School students	65	30.80	3.39	0.56 (N.S)	123
	High School students	60	30.47	3.22		
Educational Self-Concept	Middle School students	65	33.28	3.40	2.23*	123
	High School students	60	31.87	3.67		
Moral Self-Concept	Middle School students	65	32.31	3.57	0.67 (N.S)	123
	High School students	60	31.92	2.85		

Intellectual Self-Concept	Middle School students	65	30.55	3.67	3.98*	123
	High School students	60	28.21	2.78		
Total Self-Concept	Middle School students	65	188.52	14.17	2.27*	123
	High School students	60	183.01	12.88		

*significant at 0.05 level of significance

N.S.: Not Significant

Table 1 shows that in physical self-concept, the Mean and S.D of middle school students is 30.97 and 3.71, and high school students is 30.02 and 3.80 respectively. The 't' value is 1.42, which is not significant at 0.05 or 0.01 level. There is not much difference in the Mean of middle school and high school students. Hence, the hypothesis there will be difference in physical self-concept among middle school and high school students is *rejected*. It shows both middle school and high school students are very much same on physical self-concept, and give importance to physical aspects.

In social self-concept, the Mean and S.D of middle school students is 30.62 and 3.67, and high school students is 30.53 and 4.14 respectively. The 't' value is 0.12, which is not significant at 0.05 or 0.01 level. There is no difference in the Mean of middle school and high school students. Hence, the hypothesis there will be difference in social self-concept among middle school and high school students is *rejected*. It shows both middle school and high school students' views are very much same on social self-concept. They give importance to the social personality and want to be accepted socially by their peers, inspite of whatever their age or education is. Also they are aware of social media and want to be active in social views.

In temperamental self-concept, the Mean and S.D of middle school students is 30.80 and 3.39, and high school students is 30.47 and 3.22 respectively. The 't' value is 0.56, which is not significant at 0.05 or 0.01 level. There is no difference in the Mean of middle school and high school students. Hence, the hypothesis there will be difference in temperamental self-concept

among middle school and high school students is *rejected*. It shows both middle school and high school students' views are very much same on temperamental self-concept.

In educational self-concept, the Mean and S.D of middle school students is 33.28 and 3.40, and high school students is 31.87 and 3.67 respectively. The 't' value is 2.23, which is significant at 0.05 level. There is difference in the Mean of middle school and high school students in educational self-concept. Hence, the hypothesis there will be difference in educational self-concept among middle school and high school students is *accepted*. Here it

shows that middle school students are quite aware of the benefits of education, they are curious and eager to study. They are good in their academics, aware of various subjects as compared to the high school students.

In moral self-concept, the Mean and S.D of middle school students is 32.31 and 3.57, and high school students is 31.92 and 2.85 respectively. The 't' value is 0.67, which is not significant at 0.05 or 0.01 level. There is no difference in the Mean of middle school and high school students in moral self-concept. Hence, the hypothesis there will be difference in moral self-concept among middle school and high school students is *rejected*. It shows both middle school and high school students' views are very much same on moral self-concept. They are still influenced by their parents and teachers and have high respect for ethical aspects.

In intellectual self-concept, the Mean and S.D of middle school students is 30.55 and 3.67, and high school students is 28.21 and 2.78 respectively. The 't' value is 3.98, which is significant at 0.05 level. There is difference in the Mean of middle school and high school students in intellectual self-concept. Hence, the hypothesis there will be difference in intellectual self-concept among middle school and high school students is *accepted*. Here it
shows that middle school students are quite aware of the benefits of education, they are curious and eager to study. They are good in their academics, aware of various subjects as compared to the high school students.

In Total self-concept, the Mean and S.D of middle school students is 188.52 and 14.17, and high school students is 183.01 and 12.88 respectively. The 't' value is 2.27, which is significant at 0.05 level. There is difference in the Mean of middle school and high school students in total self-concept. Hence, the hypothesis there will be difference in total self-concept among middle school and high school students is *accepted*. Here it shows that middle school students are higher on educational and intellectual self-concept as compared to the high school students.

Table 2

(Mean, SD, 't' values and df across middle school and high school students in Self-Efficacy)

Variables	Category	N	Mean	Standard Deviation	't' value	df
Self-Efficacy	Middle School students	65	29.86	4.25	0.41 (N.S)	123
	High School students	60	30.15	3.68		

N.S.: Not Significant

In self-efficacy, the Mean and S.D of middle school students is 29.86 and 43.25, and high school students is 30.15 and 3.68 respectively. The 't' value is 0.41, which is not significant at 0.05 or 0.01 level. There is no difference in the Mean of middle school and high school students in self-efficacy. Hence, the hypothesis there will be no difference in self-efficacy among middle school and high school students is *accepted*. It shows that both middle school and high school students' views are very much same on self-efficacy.

Table 3

(Mean, SD, 't' values and df across middle school and high school students in Achievement Motivation)

Variables	Category	N	Mean	Standard Deviation	't' value	df
Achievement Motivation	Middle School students	65	112.30	11.79	0.69 (N.S)	123
	High School students	60	110.83	12.22		

N.S.: Not Significant

In achievement motivation, the Mean and S.D of middle school students is 112.30 and 11.79, and high school students is 110.83 and 12.22 respectively. The 't' value is 0.69, which is not significant at 0.05 or 0.01 level. There is no difference in the Mean of middle school and high school students in achievement motivation. Hence, the hypothesis there will be difference in achievement motivation among middle school and high school students is *rejected*. It shows that middle school students are as good as high school students on achievement motivation.

Correlation:

Table 4:

Correlation between self-concept, self-efficacy and achievement motivation among middle

Variables	Self Efficacy	ACMT	Phy SCQ	Soc SCQ	Temp SCQ	Edu SCQ	Moral SCQ	Intell. SCQ	Total SCQ
Physical Self Concept	0.380*	0.184*	1	-	-	-	-	-	-
Social Self Concept	0.259*	0.035 (N.S)	-	1	-	-	-	-	-
Temperamental Self Concept	0.239*	0.168 (N.S)	-	-	1	-	-	-	-
Educational Self Concept	0.298*	0.263*	-	-	-	1	-	-	-
Moral Self Concept	0.354*	0.170 (N,S)	-	-	-	-	1	-	-
Intellectual Self Concept	0.206*	0.188*	-	-	-	-	-	1	-
Total Self Concept	0.446*	0.256*	-	-	-	-	-	-	1
Self-Efficacy	1	0.438*	0.380*	0.259*	0.239*	0.298*	0.354*	0.206*	0.446*
Achievement Motivation	0.438*	1	0.184*	0.035 (N.S)	0.168 (N.S)	0.263*	0.170 (N.S)	0.188*	0.256*

school and high school students. (N=125)

*significant at 0.05 level of significance

 N.S.: Not Significant

Table 4 shows the result of correlation between self-concept, self-efficacy and achievement motivation among middle school and high school students.

Hypothesis No.4: There will be positive correlation between self-efficacy and achievement motivation among middle school and high school students.

A positive correlation is found between self-efficacy and achievement motivation (r=0.438) significant at 0.05 level. Hence, the hypothesis there will be positive correlation between self-efficacy and achievement motivation among middle school and high school students is *accepted*.

Hypothesis No.5: There will be positive correlation between social self-concept and achievement motivation, temperament self-concept and achievement motivation, educational self-concept and achievement motivation, moral self-concept and achievement motivation, intellectual self-concept and achievement motivation, total self-concept and achievement motivation among middle school and high school students.

Results show that no significant correlation is found between social self-concept and achievement motivation (r=0.035), temperament self-concept and achievement motivation (r=0.168), moral self-concept and achievement motivation (r=0.170); while positive correlation is found between educational self-concept and achievement motivation (r=0.263) significant at 0.05 level, intellectual self-concept and achievement motivation (r=0.188) significant at 0.05 level, total self-concept and achievement motivation (r-0.256) significant at 0.05 level among middle school and high school students. Hence, the hypothesis that there will be positive correlation between social self-concept and achievement motivation, temperament self-concept and achievement motivation, moral self-concept and achievement motivation is *rejected*. While hypothesis there will be positive correlation between educational self-concept and achievement motivation, intellectual self-concept and achievement motivation, total self-concept and achievement motivation is *accepted*.

Hypothesis No.6: There will be no correlation between physical self-concept and achievement motivation among middle school and high school students.

A positive correlation is found between physical self-concept and achievement motivation (r=0.184) significant at 0.05 level. Hence, the hypothesis that there will be no correlation between physical self-concept and achievement motivation among middle school and high school students is *accepted*.

Hypothesis No.7: There will be no correlation between physical self-concept and self-efficacy, social self-concept and self-efficacy, temperament self-concept and self-efficacy, educational self-concept and self-efficacy, moral self-concept and self-efficacy, intellectual self-concept and achievement motivation, total self-concept and achievement motivation among middle school and high school students.

A positive correlation is found between physical self-concept and self-efficacy (r=0.380) significant at 0.05 level, social self-concept and self-efficacy (r=0.259) significant at 0.05 level, temperament self-concept and self-efficacy (r=0.239) significant at 0.05 level, educational self-concept and self-efficacy (r=0.298) significant at 0.05 level, moral self-concept and self-efficacy (0.354) significant at 0.05 level, intellectual self-concept and achievement motivation (r=0.206) significant at 0.05 level, and total self-concept and achievement motivation (r=0.446) significant at 0.05 level among middle school and high school students. Hence, the hypothesis there will be no correlation between physical self-concept and self-efficacy, social self-concept and self-efficacy, temperament self-concept and self-efficacy, educational self-concept and self-efficacy, moral self-concept and self-efficacy, intellectual self-concept and achievement motivation, total self-concept and achievement motivation among middle school and high school students is *rejected.*

CONCLUSION:

- There is no difference in physical self-concept, social self-concept, temperamental self-concept and moral self-concept among middle school and high school students.
- There is difference in educational self-concept, intellectual self-concept and total self-concept among middle school and high school students. Middle school students score higher on educational self-concept, intellectual self-concept and total self-concept than high school students.

- There is no difference in self-efficacy among middle school and high school students.

- There is no difference in achievement motivation among middle school and high school students.

- There is a positive correlation found between self-efficacy and achievement motivation among middle school and high school students.

- There is no significant correlation found between social self-concept and achievement motivation, temperament self-concept and achievement motivation, moral self-concept and achievement motivation.

- A positive correlation is found between physical self-concept and achievement motivation, educational self-concept and achievement motivation , intellectual self-concept and achievement motivation and total self-concept and achievement motivation among middle school and high school students.

- A positive correlation is found between physical self-concept and self-efficacy, social self-concept and self-efficacy, temperament self-concept and self-efficacy, educational self-concept and self-efficacy , moral self-concept and self-efficacy, intellectual self-concept and self-efficacy, and total self-concept and self-efficacy among middle school and high school students.

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