

# ACHIEVEMENT MOTIVATION AND SELF-ESTEEM OF THE SOCIALLY CHALLENGED HIGHER SECONDARY STUDENTS

Research  
Paper

## ABSTRACT

*Achievement Motivation and self-esteem play a vital role in the development of an individual. They also act as factors deciding the future of an individual. The present study has been undertaken on a sample of 600 socially challenged higher secondary students. Finding of the study shows that these students have moderate level of achievement motivation and self-esteem. Significant differences are noticed in achievement motivation with reference to gender, age and social status and in self-esteem with reference to gender and social status. It is also found that self-esteem has direct bearing on the achievement motivation of the socially challenged higher secondary students.*

## INTRODUCTION

Everyone born in this world desires to go up in the ladder of life in the society. Gone are the days when people possessed faith in the theory of fate. People now have realized that higher aspirations coupled with hard work could bring success in life. It is quite natural that the desire to excel others and work independently in varied activities as well as field under different contexts is found in most of the human beings. The desire to undertake challenges with competitive spirit and sustained effort is better known as achievement motivation. Achievement motivation comprises two components namely – Hope of success and Fear of Failure. People with higher achievement motivation decide the prosperity of a nation. It is why it is believed that the progress of a nation depends not on the rich natural resources but on their effective utilization. Students of today are prepared to shoulder responsibilities in varied fields. To shoulder these responsibilities besides education and training one has to possess higher achievement motivation. A number of factors are associated with achievement motivation and one of such chief factors is self-esteem. The overall development of a nation rests on the contributions of varied sections of the society and the role of the socially challenged cannot be underestimated. A number of studies in achievement motivation (Kaur, T. 2003; Bhopat, B.L 1993; Upadhyaya, S, 2000; Mehta, S. 2000; Duangnokhon, P.2003; Varma, M.K, 2003;

Singh, I. 2004) and self-esteem (Patel, M.2001; Poonawala, N, 2005; Verma, B.P and Sood, K., 2005; Avila, Mona Lisa Chacon, 2005; Brynjulfsen, Line, 2005; Byrd, Ronald, 2005) have already been completed. It seems seldom attempts have been taken to study the above stated factors either independently or together relating them to socially challenged. Under these circumstances the present study has been undertaken.

## STATEMENT OF THE PROBLEM

Achievement Motivation And Self-esteem of the Socially Challenged Higher Secondary Students.

## OBJECTIVES OF THE STUDY

The following are the objectives of the study

1. To study the level of achievement motivation and self-esteem of the socially challenged higher secondary students.
2. To study the significant differences if any in achievement motivation and self-esteem of the socially challenged higher secondary students.
3. To study the relationship between achievement motivation and self-esteem of the socially challenged higher secondary students.

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## HYPOTHESES OF THE STUDY

Following null Hypotheses have been formed for the present study:

1. Significant differences are not found in achievement motivation and self-esteem of the socially challenged higher secondary students with reference to their gender, age and social status.
2. There is no significant relationship between achievement motivation and self-esteem of the socially challenged higher secondary students.

## ANALYSIS OF DATA

**Table 1**  
**LEVEL OF ACHIEVEMENT MOTIVATION AND SELF-ESTEEM OF THE SOCIALLY CHALLENGED HIGHER SECONDARY STUDENTS**

Trait	Variable	Category	Level					
			Low		Average		High	
			N	%	N	%	N	%
	Gender	Male	62	26.72	136	58.62	34	14.66
		Female	43	11.68	244	66.3	81	22.01
Achievement Motivation	Age	15 Yrs	12	10.43	80	69.57	23	20
		16 Yrs	49	16.78	183	62.67	60	20.55
		17 Yrs	44	22.8	117	60.62	32	16.58
	Social status	SC	8	9.88	51	62.96	22	27.16
		ST	1	4.35	12	52.17	10	43.48
		MBC	83	16.73	320	64.52	93	18.75
	Gender	Male	51	21.98	132	56.9	49	21.12
		Female	41	11.14	251	68.21	76	20.65
	Age	15 Yrs	15	13.04	81	70.43	19	16.52
		16 Yrs	47	16.1	181	61.99	64	21.92
		17 Yrs	30	15.54	121	62.69	42	21.76
Self-Esteem	Social Status	SC	8	9.88	51	62.96	22	27.16
		ST	1	4.35	12	52.17	10	43.48
		MBC	83	16.73	320	64.52	93	18.75

It is observed from the table above that 63.33% of socially challenged higher secondary students have moderate level of achievement motivation. With respect to gender, age and social status, it is moderate. Level of self-esteem of the socially challenged students (63.83%) is found to be moderate. With respect to gender, age and social status, it is moderate.

## Table 2 DIFFERENCE IN ACHIEVEMENT MOTIVATION AND SELF-ESTEEM OF THE SOCIALLY CHALLENGED HIGHER SECONDARY STUDENTS

Trait	Variable	Category	N	Mean	SD	Calculated Value	Table Value
	Gender	Male	232	377.47	51.31	4.73 (t)	1.96
		Female	368	397.15	46.92		
Achievement Motivation	Age	15 Yrs	115	397.09		3.27 (F)	3.00
		16 Yrs	292	391.02			
		17 Yrs	193	382.81			
	Social Status	SC	81	400.96		5.26 (F)	3.00
		ST	23	411.22			
		MBC	496	386.67			
	Gender	Male	232	61.71	7.65	2.40 (t)	1.96
		Female	368	63.18	6.72		
Self-Esteem	Age	15 Yrs	115	62.59		0.04 (F)	3.00
		16 Yrs	292	62.55			
		17 Yrs	193	62.73			
	Social Status	SC	81	63.98		5.83 (F)	3.00
		ST	23	66.52			
		MBC	496	62.21			

df = 598 ('t' test)

d = 2,597 ('F' test)

As the calculated t value and F values are less than the table value, the Null Hypothesis No.1 with respect to achievement motivation is rejected. The Null Hypothesis No.1 with regard to self-esteem in respect of gender and social status is rejected and with reference to age is accepted.

Female students, students of 15 years of age, ST students have higher achievement motivation than male students, 16 years and 17 years of students and MBC students respectively. Female students have higher self-esteem than the male students.

**Table 3**  
**RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND SELF-ESTEEM OF SOCIALLY CHALLENGED HIGHER SECONDARY STUDENTS**

Trait	Variable	Category	N	Calculated Value	Table Value
Achievement Motivation and Self-esteem	Gender	Male	232	0.504	0.1
		Female	368	0.477	0.1
	Age	15 Yrs	115	0.409	0.18
		16 Yrs	292	0.54	0.1
		17 Yrs	193	0.475	0.14
	Social Status	SC	81	0.481	0.21
		ST	23	0.507	0.39
		MBC	496	0.489	0.08
Total			600	0.496	0.08

df = 598

Values displayed above clearly reveal that there is significant relationship between achievement motivation and self-esteem of the students in total and with regard to gender, age and social status.

## FINDINGS AND DISCUSSION

Moderate level of achievement motivation and self-esteem is noticed among the socially challenged higher secondary students. This finding shows that a majority of them have not understood the importance of higher achievement motivation and self-esteem. Guest lectures and seminars on the role of achievement motivation and self-esteem may be organized to these students. Teachers concerned can explain the role of achievement motivation and self-esteem in the all round development of an individual.

Female students have higher achievement motivation and self-esteem than the male students. It is a welcome finding that the female students have more thirst to excel and succeed in life. Male students in their adolescent age may suffer from certain distracters such as movies, internet centres and chats with their friends. Steps may be taken to identify these distracters and guide the students in the right direction.

ST students have higher achievement motivation and self-esteem than the SC and MBC students. ST students who are lagging behind in many respects have developed interest in achieving higher goals in life. This kind of interest may be created in the Students of other communities through informal chats, guided discussions and narration of biographies who struggled hard to achieve great things.

Achievement motivation is a product of number of internal and external factors. Self-esteem seems to have exerted significant influence on the development of achievement motivation of the socially challenged higher secondary students. By strengthening of the self-esteem of these students through teachers acting as models, and organization of workshops the achievement motivation of these students also can be strengthened.

## CONCLUSION

Achievement motivation and higher self-esteem are very much needed for higher secondary students who are in their later adolescent stage. Self-esteem literally contributes to the development of achievement motivation. This necessitates the need for development of achievement motivation through self-esteem.

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