

Research Proposal

Academic Achievement of Adolescents in Relation to Self-Esteem and Achievement Motivation



**Research Proposal Submitted In Partial Fulfilment of the Requirement
for the Degree of Ph. D in Education**

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RESEARCH PROPOSAL

1.0 Introduction:

In the present socio-economic and cultural context, the world is becoming more and more competitive. When the quality of performance is regarded as the key factor for personal progress, great emphasis is placed on achievement right from the beginning of the formal institution. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools in particular and the educational system in general. Many factors are responsible for this academic achievement. One of the important motivators in an educational milieu is 'achievement motivation'. For academic performance many factors are responsible which are independent in character those are called the correlates of achievement. Correlates of achievement are viewed in terms of three domains. These are Cognitive, Affective and Psychomotor. In addition to the innate mental abilities, very recently, the non-scholastic factors' contribution towards academic achievement has been highlighted in the context of total personal development of a child because having endowed with highest amount of primary and intellectual ability, if the student does not culture a habit in respect of seriousness in achieving the conquest, he cannot show excellence in the field of academics. He must have proper study habit, need for achievement, highest level of aspiration, a good mental health, proper adjustment, interest towards studies etc. for academic excellence. Therefore, these factors of non-scholastic character play major role in the field of academic achievement. According to **Maslow (1954)**, the need for achievement is an important factor for cognitive performance. This is known as achievement motivation. It is perceived that there is strong relationship between the academic performance of school children and their motivation level to achieve excellence in education. Another important factor which influences academic achievement is Self-esteem. Researchers have conceptualized it as an influential predictor of certain outcome, such as academic achievement, happiness, etc. "Self-esteem, is the positive or negative evaluation of the self, as in how we feel about it" **Smith and Mackie (2007)**. Self-esteem as a distinct psychological construct is thought to have its origins in the work of **William James (1892)**. In the mid-1960s, sociologist **Morris Rosenberg** defined self-esteem as a feeling of self-worth and developed the Rosenberg self-esteem scale(RSES),which became the most-widely used scale to measure self-esteem in the social sciences. Today self-esteem as one of the influential factors which affect student's academic achievement has received increasing attention. It has been declared that high self-

esteem can lead to high academic achievement. Interestingly, numerous researchers have demonstrated that the best way to improve student achievement is to increase their self-esteem (**Rubie et al.,2004**). Those who have higher academic achievement tend to feel more confident in contrast to those who lack confidence.

1.1 Review of related literature:

The reviewed studies are divided into two categories:

1. Studies done abroad.
2. Studies done in India

1.1.1 Studies done in India:

A.Self-Esteem and Academic Achievement:

Meers and Prathapan (2008) carried a study on self esteem as correlates of 'Achievement in social studies'.The study was conducted with the sample of 600 students from 16 schools of Thrissur districts in Kerala, the tools used for the study was Self esteem inventory (Usha and suchitra, 2002) and Achievement Test in social studies (Meer and prabhitha, 2007). The result showed that the achievement in social studies varies with regard to difference in their self esteem. The achievement in social studies of boys varies with regard to difference in their self esteem.

Sivakumar et. al.(2009) found that Influence of Self-esteem on Academic Achievement of higher secondary students in Thoothukudi District.In the present study, the investigators attempted to find out the self-esteem and Academic achievement of higher secondary school students. The sample consisted of 300 in the Thoothukudi Districts and the investigator adopted the survey method. The findings revealed that there was significant relationship between self-esteem and academic achievement of higher secondary students.

Dhawan (2014)conducted a study on Academic Achievement of first generation learners of XI grade in relation to Self Esteem .The purpose of the study was to find out the effect of self-esteem on academic achievement of first generation learners of XI grade. Sample consisted of 558 students of +1 class of age 16 years and above from secondary schools of district Ferozepur(Punjab). Tools used was SEI by Stanley coopersmith. Information about scores of each child as a measure of academic achievement was collected from school records. For this purpose, total marks obtained by each child in the last examination were

considered. It was found that the self-esteem do not significantly affect academic achievement of both first generation and non first generation learners.

B.Achievement Motivation and Academic Achievement:

Abrol (1977) studied achievement motivation in relation to intelligence, vocational interest achievement, sex and socio-economic status with a sample of 414 students of class X from six higher secondary schools from the urban area of Delhi. The mean and achievement scores of boys were significantly greater than those of girls. A significant and positive correlation of moderate value was found between achievement motivation and scholastic achievement.

Mishra (2007) carried out a research on Achievement Motivation and Academic Performance of secondary school children. (i)The result show that boys are more achievement motivation oriented compared to girls. (ii)Socio- economic status does not play any role in the achievement motivation of the students.(iii) Relationship between achievement motivation and academic achievement in case of girls is negligible.

Bari(2008) in his study on Achievement Motive and Academic Achievement of Secondary School levels in relation to sex found out that there existed significant relationship between achievement motivation and academic achievements, in case of total sample as well as in case of all sub- samples.

Nayak (2013) conducted a study on Achievement Motivation of higher secondary students as correlates of Academic Achievement in relation to sex and socio-economic status. The study aimed to investigate relationship between achievement motivation with academic achievement.Achievement Motivation Inventory developed by Mehta (1969) was used. A sample of 380 junior college students of 14 colleges in undivided Puri district was selected for the investigation. First of all, 1170 Students were selected on simple random basis from randomly selected 14 colleges. The study revealed that (i) there was significant relationship between achievement motivation and academic achievement. (ii) Socio-economic status played significant role in the academic achievement of the students.

Mishra(2013)conducted a study on Achievement Motivation and Academic Performance of Secondary School Students in relation to some personal variables. The study was conducted to ascertain the extent to which achievement motivation of secondary school children of different sex and socio-economic strata, affected their academic performance. Bhargava's

Achievement Motivation test (1994) was used. Sample consisted of 110 boys and girls in 7 schools of Gangtok city. The study revealed that (i) there was significant relationship between achievement motivation and academic performance.(ii)sex and socio-economic status does not influence achievement motivation of the students.

Bala(2014) studied the Achievement Motivation and Academic Achievement Motivation in relation to Academic Achievement and Non-Verbal Intelligence among senior secondary school students. In order to achieve this objective, a sample of 200 students studying in class XI comprising 100 boys and 100 girls belonging to rural and urban areas was drawn from twenty Government Senior Secondary Schools situated in Kangra district of Himachal Pradesh.The Achievement Motivation Scale, Academic Achievement Motivation Test and Raven Progressive Matrices were administered to the selected sample in order to collect requisite data. To study the nature of relationship between scores for senior secondary school boys on the following variables: Achievement Motivation, Academic Achievement Motivation, Non-Verbal Intelligence and Academic Achievement? The relationship between Achievement Motivation and Academic Achievement in terms of product moment correlation did not come out to be significant at 0.05 level of confidence for boys, girls and for the total sample. It may be interpreted from this that the change (increase or decrease) in Academic Achievement among boys, girls and for the total sample does not correspond with any change (increase or decrease) in their level of Achievement Motivation. Hence, the relationship between achievement motivation and academic achievement was found to be not significant.

1.1.2 Studies conducted abroad:

A. Self-Esteem and Academic Achievement:

Holly (1987) conducted a study on Student Self-Esteem and Academic Success. This bulletin is devoted to clarifying central issues in the self-esteem debate, with a view to pointing out implications for practice.The relevance of self-esteem to academic achievement is particularly emphasized. It is concluded that self-esteem is an effect rather than a cause of achievement. Recent research tends to confirm this belief, showing that increases in self-esteem usually are preceded by successes.

Booth et.al.(2011) conducted a study on Self-Esteem and Academic Achievement: A Comparative Study of Adolescent Students in England and the United States. Utilizing mixed methodology, Quantitative and qualitative data from 86 North American and 86 British

adolescents were utilized to examine the links between self-esteem and academic achievement from the beginning to the end of their academic year during their 11th-12th year of age. For both samples, quantitative results demonstrated that (i) fall self-esteem was related to multiple indicators of later year academic achievement. (ii) Qualitative analyses found some support for British students' self-perceptions as more accurately reflecting their academic experience than the students from the United States.

Rajeswari et.al. (2014) carried out a research on self-Esteem and Academic Achievement of high school students. The primary purpose of this study was to determine the influence of self-esteem on academic achievement among high school students in Miandoab City of Iran. The methodology of the research is descriptive and correlation that descriptive and inferential statistics were used to analyze the data. Statistical Society includes male and female high school students in Miandoab City in 2013-2014, that their numbers were 610 people which includes a string of experimental sciences and human sciences. Sample of the study consisted of 40 patients, 20 patients were female and 20 were male. Selected randomly from among high school students. Tool to measure self-esteem questionnaire is that the Cooper smith 1966 by correcting on the scale of Rogers, Dymond (1945). The GPA scores was used as the basis of academic achievement. The result show (i) A very high correlation between academic achievement and self-esteem and concluded that there is significant positive correlation between self-esteem and academic achievement. (ii) The self-esteem in boys and girls is almost the same and there is no significant difference in this case, because the correlation is quite high in both groups.

Troncone et.al (2014) conducted a study on Self-Esteem and Academic Achievement in Secondary School Students in Campania, Italy. Since one of the crucial practical implications of identifying the factors involved in academic achievement is to facilitate the teaching-learning process, the main variables that have been associated with achievement should be investigated simultaneously in order to provide information as to their relative merit in the population examined. In contrast with this premise, limited research has been conducted on the importance of self-esteem on scholastic achievement. To this aim a sample of 439 subjects (225 males) with an average age of 12.36 years ($SD = 0.99$) from three first level secondary school classes of Southern Italy, self-esteem and socio-economic status were evaluated. Findings show that the academic results correlated significantly with some dimensions of self-esteem. Moreover, hierarchical regression analyses brought to light, in

particular, the predictive value of openness to experience on academic marks. The results, stressing the multidimensional nature of academic performance, indicate a need to adopt complex approaches for undertaking action addressing students' difficulties in attaining good academic achievement.

B.Achievement Motivation and Academic Achievement:

Awan, Noureen, and Naz(2011) studied the relationship between Achievement Motivation and Achievement in English and Mathematics at Secondary Level. This study examined the achievement and its relationship with achievement motivation. The subjects consisted of 336 students (146 males and 172 females) schools of the Sargodha district at the secondary level. Intact groups of all eight schools enrolled in 9th grade were involved in the study. The results revealed that (i)Achievement motivation is significantly related to academic achievement.(ii)The correlations of all three dimensions of achievement motivation (social, mastery, performance goals) and academic achievement of mathematics are significant at the 0.01 level (2-tailed).(iii)The relationship among achievement of English and mathematics and three variables of achievement motivation are positive and significant.

1.2 Major Findings from the Review:

- Achievement motivation is significantly related to academic achievements of the students.
- Boys are more achievement motivation oriented as compared to girls.
- Socio-economic status played significant role in the academic achievement of the students.
- Self-esteem is significantly related to academic achievement of higher secondary students.
- Self-esteem do not significantly affect academic achievement of both first generation and non first generation learners.

1.3 Rationale of the study:

Academic achievement referring to the quality of performance has been the criterion of success in the schooling system. The entire educational system revolves around the phenomenon of the quality of performance. The importance of scholastic competence has

raised several questions for educational researches such as: What factors contribute towards academic achievement? What factors are most essential and which are less useful?

A synoptic review of the researches conducted in the field so far have stressed that correlates in general, i.e. socio-economic status, personality correlates, psychosocial variables and many other variables have their own impacts in the hierarchy of academic achievement.

The studies reviewed above have shown that socio-economic status and gender variables are significantly related to the academic achievement of the students. It indicated that there is strong relationship between the academic performance of school children and their self-esteem and motivation level to achieve excellence in education, and may be true in the context of Sikkim too. However some studies also indicate that self-esteem and achievement motivation do not significantly affect academic achievement of the students. The researcher therefore wants to find out whether self-esteem and achievement motivation influence the academic achievement of adolescent students of East Sikkim. Hence this formed the basis for carrying out this study.

1.4 Statement of the problem:

The present study will be conducted under the title: **“Academic Achievement of Adolescents in relation to Self-esteem and Achievement motivation”**.

1.5 Operational Definitions:

1.5.1 Self-Esteem: Here refers to an individual's general feeling of self worth. It is reflected through positive feelings about oneself and is an overall value that one places on oneself as a person along the line of Dhar (2008). The student has to respond to the items contain in a projective type of test, Each item which is checked as strongly disagree, disagree, not sure, agree and strongly agree.

1.5.2 Achievement Motivation:

Is a strong psychological motive, a desire to excel which is learned and can be fostered among children by providing them a healthy and congenial atmosphere for their development. Mc Clelland et al (1959) defined Achievement motivation as a competition with a standard of excellence. Thus Achievement motivation is characterized by a desire to

attain a high standard of excellence and to accomplish the unique objective. Gesinde (2000) stated that Achievement motivation is a self-determinant to academic success.

1.5.3 Adolescents: Refers to the span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically. Adolescent here refers to the students from the age 13-19 group studying in Secondary and Senior- Secondary level.

1.5.4 Academic Achievement: Here refers to as the achievement of the Secondary and Senior-Secondary students of East district of Sikkim in their last qualifying board examination.

1.5.5.Socio-economic status:‘Socio-Economic status’ includes the information on educational qualification, occupation and income which determine the socio-economic status of the parents of the sample as measured by Chettri Socio-Economic Status scale(2015) and levels of Socio-Economic Status will be considered under three levels-high,average and low.

1.5.6.Gender: Refers to boys and girls of Secondary and Senior Secondary level.

1.6. Research Questions:

The present study would be carried out with the following Research Questions:

1. Does self-esteem have an impact on the academic achievement of the adolescents?
2. Does achievement motivation have an influence on the academic achievement of the adolescents?
3. Do the male and female adolescents differ in their self-esteem,achievement motivation and academic achievement?
4. Is there any influence of school management (govt. and private) on the self-esteem, achievement motivation and academic achievement of adolescents in East Sikkim?
5. Does socio-economic factors play any role in determining the levels of self-esteem, achievement motivation and academic achievement of adolescents?

1.7 Objectives of the study:

1. To find the relationship, if any between the self esteem and academic achievement of adolescent students in east Sikkim.
2. To find the relationship, if any between the achievement motivation and academic achievement of adolescent students in east Sikkim.

3. To estimate the self-esteem of adolescent school students in relation to gender.
4. To estimate the self-esteem of adolescents in relation to type of school.
5. To estimate the self-esteem of adolescents in relation to socio-economic status.
6. To estimate the achievement motivation of adolescent school students in relation to gender.
7. To estimate the achievement motivation of adolescents in relation to type of school.
8. To estimate the achievement motivation of adolescents in relation to socio-economic status.
9. To determine the academic achievement of adolescent school students in relation to gender.
10. To determine the academic achievement of adolescents in relation to type of school
11. To determine the academic achievement of adolescents in relation to socio-economic status variations.

1.8 Hypotheses:

All the hypotheses are formulated in null form for testing as elucidated below:

HO1: There will be no significant relationship between self esteem and academic achievement of adolescent students.

HO2: There will be no significant relationship between achievement motivation and academic achievement of adolescent students.

HO3: There will be no significant difference in the self esteem of adolescents in relation to gender.

HO4: There will be no significant difference in the self esteem of adolescents in relation to school management.

HO5: There will be no significant difference in the self esteem of adolescent students in relation to socio-economic status.

HO6: There will be no significant difference in the achievement motivation of adolescents in relation to gender.

HO7: There will be no significant difference in the achievement motivation of adolescents in relation to school management.

HO8: There will be no significant difference in the achievement motivation of adolescents in relation to socio-economic status.

HO9: There will be no significant difference in the academic achievement of adolescents in relation to gender.

HO10: There will be no significant difference in the academic achievement of adolescents in relation to school management.

HO11: There will be no significant difference in the academic achievement of adolescents in relation to socio-economic status.

HO12: There will be no main and interaction effect of self esteem and achievement motivation of adolescents on their academic achievement.

HO13: There will not be any main and interaction effect of sex, school management and socio-economic status of adolescents on their academic achievement.

HO14: Academic achievement of adolescents cannot be predicted from their self-esteem and achievement motivation.

1.9 Delimitations:

The present study would be delimited to the 350 students of Government and private Secondary and Senior-Secondary Schools of east district of the state of Sikkim from four government and four private schools of east Sikkim.

2.0 Methodology of the Study:

2.1 Design:

The present study will adopt Co-relational study method.

2.2 Population:

Adolescent Students of Secondary and Senior-Secondary schools of east district of Sikkim constitute the population for the present study.

2.3 Sample:

For the present study a sample of 350 adolescent students of Secondary and Senior Secondary level studying in both the government and private school of east district of Sikkim will be selected out of this total population with the help of random sampling technique.

2.4 Tools to be used:

To collect the required data, the following tools will be used by the Investigator:

1. Pratibha Deo and Asha Mohan Achievement Motivation Scale(1985):

The present test is intended to measure the Achievement motivation of individual. It is meant for boys and girls in the age group of 13-20. Scale consists of 50 items, out of which 13 are negative and 37 are positive items with 5 points to rate viz always, frequently, sometimes, rarely and never.

2. Santosh Dhar and Uoinder Dhar Self-Esteem Scale(2008):

The present test is intended to measure the self-esteem of individuals. It contains 23 item With five(5) alternatives of which the respondents are required to check one. Each item which is checked as strongly disagree, disagree, not sure, agree or strongly agree should be awarded the score of 1,2,3,4 and 5 respectively. It is not time bound scale. However, it should be finished in 10 minutes, though there will always be a few individuals who would take longer time.

3. Socio-economic status scale of Chettri, (2015):

The SES scale of **Chettri(2015)** will be adopt to study SES of the parents of the children. The scale constitutes of three parts education, occupation and income. Each of these categories have 10 sub-categories. The total score of the sub-categories checked in each criteria show the SES of the subject.

2.5 Techniques of Data-Analysis:

Data will be collected using questionnaire tools. Descriptive and inferential statistics will be used for the interpretation of the scores in relation to the objectives stated and hypotheses formulated.

3.0 Results and Discussions:

The result of the present study will be presented under two sections. After organisation of the data, analysis using appropriate statistical techniques mentioned below will be done. Then, major findings will be stated as per the objectives and hypotheses formulated for the study. Interpretation of the findings will be done focusing on factors that will explain the

relationship between self esteem, achievement motivation and academic achievement. The study results will be discussed in the context of previous studies done by other researchers.

3.1 Data Organisation:

The data collected will be scored and organised in tables, figures and charts according to variables considered for the study.

3.2 Statistical Analysis:

Both descriptive and inferential measures would be adopted as per objectives stated and hypotheses formulated:

1. Descriptive measures of central tendency, measures of variation and percentile scores will be calculated for each variable.
2. 't'test would be done to find differences if any in adolescents' self esteem, achievement motivation and academic achievement in relation to gender, and management variations.
3. In order to find the difference as influenced by socio-economic status on the self esteem, achievement motivation and academic achievement of adolescents ANOVA will be computed.
4. To determine the relationship between self esteem and academic achievement and achievement motivation and academic achievement, product moment correlation will be used.
5. Regression will be done to predict the academic achievement of the adolescents from their self esteem and achievement motivation levels.

4.0 Summary and Conclusion:

At the end, summary and conclusions of the results will be made as they pertain to the research problem. Recommendations and implications suggesting future action as a result of the present study will be given.

4.1 Chapterization

Chapter 1: Introduction

Chapter 2: Review of literature

Chapter 3: Methodology and Procedure

Chapter 4: Results and Discussion

Chapter 5: Summary and Conclusion.

5.0 References

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