



Achievement Motivation and Self Confidence among Secondary School Students in relation to Academic Achievement

Dr. Upasana Sharma

Lecturer, University of Jammu.

ABSTRACT.

In the present study investigator tried to study relationship of achievement motivation, self - confidence with academic achievement. A sample of 100 students was taken from higher secondary schools of Kathua district from J & K UT. To collect data, two standardised tools have been used i.e. Achievement Motivation Scale developed by Prof. Pratibha Deo and Dr. Asha Mohan. Self Confidence Inventory (SC I) developed by Dr. Rekha Gupta. Results revealed a significant difference in achievement motivation of private and government and urban and rural secondary school students but no significant difference in achievement motivation of male and female secondary school students was found. There is no significant difference in self confidence among private and government and male and female secondary school students but significant difference in self confidence among urban and rural secondary school students is observed. There is low correlation between achievement motivation and self-confidence of secondary school students but there is high correlation between achievement motivation and academic achievement of secondary school students.

Key words- Achievement motivation, Self-confidence, Academic achievement, Secondary school students.

Introduction

The achievement of students in secondary school is influenced by a combination of academic, social, and personal factors. Many researches are conducted through the globe to understand the factors that contribute to academic success among secondary school students. Achievement motivation and self-confidence are particularly significant, as they influence not only the effort students put into their studies but also their persistence in overcoming challenges encountered in the academic environment.

Self-confidence is “a feeling of trust in one's abilities, qualities, and judgement”. It is a foundational element that supports students in their academic journey, social interactions, personal growth, and future success.

Building and nurturing self-confidence can lead to a more fulfilling and successful life. Students with self-confidence are more likely to believe in their capabilities, leading them to take on challenges and persevere through difficult tasks. It helps students bounce back from failures and setbacks, viewing them as opportunities to learn and grow rather than as insurmountable obstacles. Confident students are better equipped to manage stress and anxiety, which can improve their overall well-being and academic performance.

Achievement motivation is “a desire to do things well and overcome hurdles”. It is a powerful driver of success for students, influencing their academic performance, personal growth, career readiness, and overall well-being. Cultivating this motivation in students is essential for helping them reach their full potential. Achievement motivation encourages students to set specific, challenging, and attainable goals. This focus helps them plan their studies more effectively and manage their time better. Motivated students are more likely to persevere through challenges and setbacks. Students with high achievement motivation tend to put in the necessary effort to excel academically, leading to better grades and a deeper understanding of the material. Achievement motivation fosters self-discipline, helping students resist distractions and stay focused on their task.

Students who possess high levels of achievement motivation are more likely to work harder and achieve better results compared to their peers with lower motivation, thereby reinforcing the idea that these psychological traits play a crucial role in academic performance (Hamouda & Deiwa, 2022) to consider how different motivational constructs, such as hope for success and fear of failure, interact with students' cognitive representations of their abilities, as these interactions can significantly influence their academic trajectory and achievement outcomes (Steinmayr et al., 2019).

Academic Achievement

Academic achievement refers academic results that indicate the degree to which a learner has achieved his learning goals.

Dictionary of Education by Carter (1959) defines Academic Achievement as the “knowledge attained or skills developed in the school subjects, usually determined by test scores or marks assigned by teachers or both”.

Significance of the Study

Achievement Motivation and Self-Confidence play an important role in Academic Achievement of Students, exploring its importance holds substantial significance in both educational research and practice. By exploring how achievement motivation and self-confidence contribute to academic success, this study can provide insights into the psychological factors that drive student performance. This can help in designing interventions and strategies to boost students' academic outcomes. The findings can guide educators in creating learning environments that foster both motivation and self-confidence. This may involve developing curricula, teaching methods, and assessment techniques that support students in setting and achieving academic goals. High levels of achievement motivation and self-confidence are often linked to better mental health and overall well-being.

Understanding these connections can help in developing programs that support students not just academically, but also emotionally and socially.

The study can help identify students, who may be at risk of underperforming due to low motivation or self-confidence. Early identification allows for timely interventions, potentially preventing academic failure and its associated negative consequences. Policymakers can use the findings to develop educational policies that promote environments conducive to building achievement motivation and self-confidence, ultimately leading to improved educational outcomes on a larger scale. For students themselves, understanding the role of motivation and self-confidence in their academic journey can empower them to take control of their learning, set realistic goals, and develop a positive self-concept. This study is significant because it addresses key psychological factors that influence academic success, with implications for improving educational practices, supporting student well-being, and guiding effective policy development.

Review of Related studies

Achievement Motivation

Christi. (2024). In a study of Achievement Motivation of Secondary School Students, When motivation achievement level of boys and girls was compared, boys were found better than the girls. When it comes to achievement motivation on the basis of locality urban students were proven to be better than those in rural areas.

Bali and Bhalani (2021), A study on secondary school pupils' motivation for achievement was carried out in Gujarat's Surat District. This study set intended to determine school children's motivation for achievement based on their gender and area of study. There was no significant difference observed in achievement motivation level among arts, commerce, and science students.

Self-confidence

Ferguson and Lockman (2024) studied “Increasing PhD student self-awareness and self-confidence through strengths-based professional development” identified that 68% of participants comprising of graduate students felt confident after completion of their degree.

Ghafar. (2023). In a study “The influence of self-confidence on English language learning”. indicated that those who are more self-confident have superior vocabulary, grammar, and pronunciation—all of which are crucial for effective English communication. Individual characteristics, cultural background, and language learning experiences all play a role in the complex relationship between self-confidence and English language competency. For best results, there must be efficient therapies to boost language learning confidence.

Cvencek (2017) investigated “Self-Concepts, Self-Esteem, and Academic Achievement of Minority and Majority North American Elementary School Children.” The findings showed that both majority and minority students have high self-esteem. In primary school, minority pupils performed worse academically and had a poorer sense of their self-esteem than majority students. Furthermore, compared to junior classes, this effect was seen more strongly in senior classes. Academic self-concept was positively correlated with academic

performance in older students, whereas self-esteem was positively correlated with achievement in younger children.

Objectives of the study

1. To study the level of achievement motivation of secondary school students.
2. To study the level of self-confidence of secondary school students.
3. To study the relationship between achievement motivation and self-confidence of secondary school students.
4. To study the relationship between achievement motivation and academic achievement of secondary school students.
5. To study the relationship between self-confidence and academic achievement of secondary school students.
6. To study the significant difference in achievement motivation among secondary school students in relation to their gender, area and types of school.
7. To study the significant difference in self confidence among secondary school students in relation to their gender, area and types of school.

Hypotheses of the study

1. There is no significant relationship between achievement motivation and self-confidence of secondary school students.
2. There is no significant relationship between achievement motivation and academic achievement of secondary school students.
3. There is no significant relationship between self-confidence and academic achievement of secondary school students.
4. There is no significant difference in achievement motivation among secondary school students in relation to their gender, area and types of school.
5. There is no significant difference in self confidence among secondary school students in relation to their gender, area and types of school.

Research Methodology

Descriptive method was used in the present study

Population and Sample

The population of the study comprised of secondary school students of Kathua district and a representative sample from the population was selected by the investigator

The sample of the present study comprised of 100 secondary school students selected by simple random sampling basis of Kathua district.

Data and Sources of Data

Data was collected with the help of two questionnaires for the variables Achievement motivation and Self-confidence. Data regarding Academic achievement was received from students as acquired in the form of marks received in previous class.

Selection of tools

In the present study researcher employed two tools

Achievement Motivation Scale

Achievement Motivation Scale developed by Prof. Pratibha Deo and Dr. Asha Mohan

Self Confidence Inventory

Self Confidence Inventory (SC I) developed by Dr. Rekha Gupta.

Results and Discussion

Table 1. Level of Achievement Motivation Among Secondary School Students.

Number of Students	Percentage	Level of Achievement Motivation
6	6%	Average /Moderate Ach. Motivation
17	17%	Below Average Ach. Motivation
68	68%	Low Ach. Motivation
9	9%	Lowest Ach. Motivation

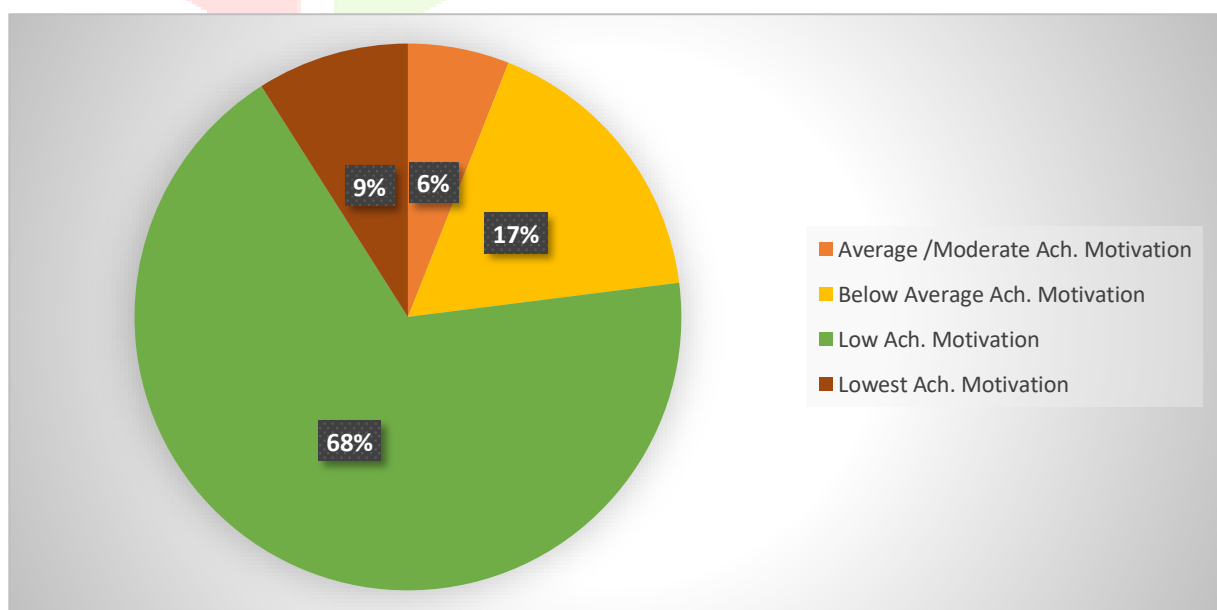


Fig. Pie chart showing, Level of Achievement Motivation of secondary school students.

The Table 1 and figure depicts the distribution of achievement motivation levels among secondary school students, showing that 68% have low motivation, 17% have below-average motivation, 6% have an average moderate level of motivation, and 9% have the lowest level of motivation.

Table 2. Level Of Self Confidence Of Secondary SchoolStudents

Number of Students	Percentage	Level of Self Confidence
69	14%	Highly Low
14	69%	Above Average Low
17	17%	Average/ Moderate

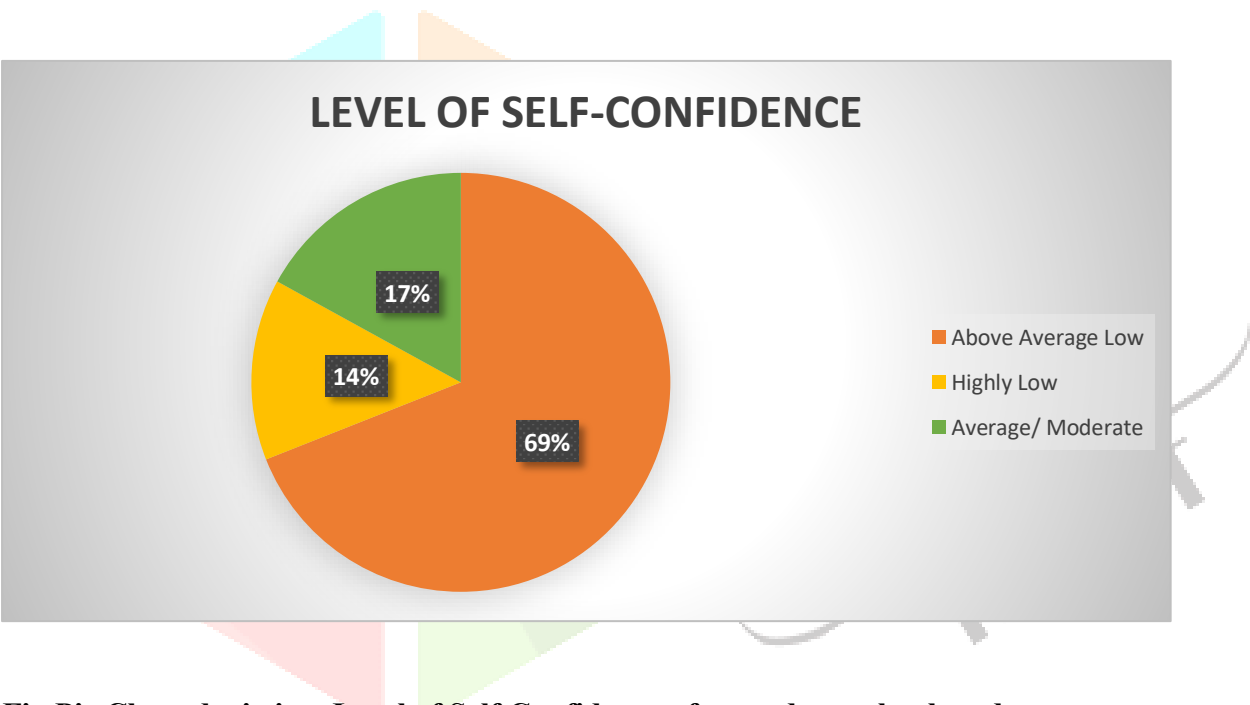


Fig Pie Chart depicting, Level of Self Confidence of secondary school students

The Table 2. and figure shows the distribution of self-confidence levels among secondary school students, On the 7-point Likert scale ranging from extremely high to extremely low category, students fell into three categories only, 14% have a highly low level of confidence, where as 69% have a below-average level of self-confidence, and 17% have an average level of self-confidence.

Computation of t- test

Table 3. Value of N, Mean, S.D, SEd and t- ratio computed for difference in achievement motivation of secondary school students with respect to type of school, gender and area

Secondary school students	N	M	S. D	Sed	t-value	Significance
Private School	74	126.2	11.32	2.62	2.54	Significant
Government School	24	119.53				
Male	34	126.85	13.14	3.10	1.17	Not Significant
Female	66	123.21				
Rural	32	131.42	13.14	2.78	3.69	Significant
Urban	68	121.16				

Table 3. Shows that the calculated t-value is 2.54, which exceeds the table value at the 0.05 level of significance for 98 degrees of freedom. This indicates a significant difference in achievement motivation between private and government secondary school students. Therefore, the null hypothesis, which stated that there is no significant difference in achievement motivation between private and government secondary school students, was rejected.

Table 3. also shows that the calculated t-value is 1.17, which is less than the table value of 1.98 at the 0.05 level of significance for 98 degrees of freedom. This suggests that there is no significant difference in achievement motivation between male and female secondary school students. Consequently, the null hypothesis that there is no significant difference in achievement motivation of male and female secondary school students was accepted.

Finally, Table 3. reveals that the calculated t-value is 3.69, which is greater than the table value at the 0.01 level of significance for 98 degrees of freedom. This implies a significant difference in achievement motivation between rural and urban students. Thus, the null hypothesis, which stated that there is no significant difference in achievement motivation between rural and urban secondary school students, was rejected.

Table 4. Value of N, Mean, S.D, SEd and t- ratio computed for difference in Self Confidence of secondary school students with respect to type of school, gender and area

Secondary school students	N	M	S.D	SEd	t-value	Significance
Private school	74	35.64				
Government School	24	32.72	6.43	1.49	1.95	Not Significant
Male	34	36.14				
Female	66	33.27	6.4	1.51	1.90	Not Significant
Rural	32	39.62				
Urban	68	32.69	6.43	1.36	5.09	Significant

Table 4. revealed that the calculated value of t is 1.95 which is smaller than the table value at 0.05 level of significance for 98 degree of freedom. It implies that there is no difference in self confidence level of private and government secondary school students. Hence, the null hypothesis that there is no significant difference in self confidence of private and government secondary school students was accepted.

Table 4. revealed that the calculated value of t is 1.90 which is smaller than the table value

1.98 at 0.05 level of significance for 98 degree of freedom. It implies that there is no difference in self-confidence of male and female secondary school students. Hence, the null hypothesis that there is no significant difference in self confidence level of male and female secondary school students was accepted.

Table 4 revealed that the calculated value of t is 5.09 which is greater than the table value 0.01 level of significance for 98 degree of freedom. It implies that there is significant difference in self confidence level of rural and urban secondary school students. Hence, the null hypothesis that there is significant difference in self confidence level of rural and urban secondary school students was rejected.

Table 5. Computation Of Pearson Product Moment Correlation

Coefficient of Correlation between Achievement Motivation and Self Confidence of Secondary School Students.

Category	N	r	Significant
Achievement Motivation & Self Confidence	100	.211**	Significant

Table 5 revealed that the calculated value of coefficient of correlation computed between achievement motivation and self-confidence of secondary school students is .211** which is positive and significant even at 0.01 level for df 98. This means that there is low correlation between achievement motivation and self-confidence of secondary school students.

Table 6. Coefficient of Correlation between Achievement Motivation and Academic Achievement of Secondary School Students.

Category	N	r	Significant
Achievement Motivation & Academic Achievement	100	.821	Significant

Table 6. revealed that the calculated value of coefficient of correlation computed between achievement motivation and academic achievement among secondary school students is .821 which is positive and significant even at 0.01 level for df 98. This means that there is high correlation between achievement motivation and academic achievement school students. It means that is the level of academic achievement increases if the level of achievement motivation increases academic achievement also raises.

Table 7. Coefficient of Correlation between Self-Confidence and Academic Achievement of Secondary School Students.

Category	N	r	Significance
Self Confidence Academic Achievement	100	.103	Significant

Table 7. revealed that calculated value of coefficient of correlation computed between self-confidence and academic achievement of secondary school students is .103, which is positive and significant at 0.01 level for df 98. This means that there is almost negligible relationship between self-confidence and academic achievement of secondary school students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The research in the field of achievement motivation has made the researcher to believe that a student who has higher level of achievement motivation can be more effective or interested in all areas. This generalized fact is corroborated empirically in the present study it was revealed that most of the students had lower level of Ach. Motivation and self-confidence, which need to be raised

In other words, it may be said that students who are able to use their capacities and skills effectively do better in the areas of life. As it is said that motivation and interest play very important role in learning. On the basis

of these observations following suggestions may be laid down for schools and teachers.

1. Schools' authorities should organize certain programs that help students to use their confidence to perform the task accurately.
2. Teachers must try to focus on establishing and promoting relations between ability of thinking and learning, but not just on scoring in examinations.
3. Innovative modern teaching strategies should be incorporated to develop confidence in the students.
4. Findings of the present study will not only be useful for researchers in terms of future research but shall have important educational implications for policy planners, administration, teachers and parents who are associated with secondary school students.

Early identification of students who lack motivation or self-confidence is crucial. Schools should implement intervention programs that offer academic counselling, peer support groups, and skill-building workshops to help these students improve their academic performance. Teachers should receive ongoing professional development on strategies to enhance student motivation and self-confidence. This includes understanding the psychological aspects of learning and applying motivational theories in the classroom. Encouraging teachers to reflect on their teaching practices and student interactions can help them identify areas where they can better support student motivation and confidence, leading to more effective teaching outcomes.

Understanding that achievement motivation varies among students, educators can create personalized learning experiences that cater to individual needs, preferences, and goals. This could involve setting challenging but achievable goals, offering choices in assignments, and providing opportunities for self-directed learning. Implementing reward systems that recognize both effort and success can boost students' motivation. Rewards should not just be for high achievement but also for progress, effort, and perseverance. Regular positive feedback helps build students' self-confidence. Acknowledging small successes and improvements can reinforce a student's belief in their abilities, encouraging them to tackle more challenging tasks.

Conclusion

Achievement motivation and self-confidence are critical factors in academic success among secondary school students. By understanding and addressing these elements, educators can create learning environments that not only enhance academic achievement but also foster the overall development of students. A school environment that celebrates diversity, inclusivity, and collaborative learning can nurture students' self-confidence and motivation. Teaching students about the growth mindset—believing that abilities can be developed through hard work and dedication—can foster resilience and self-confidence. Students should be encouraged to see mistakes as learning opportunities rather than failures. Encouraging active parental involvement in their child's education can positively impact motivation and self-confidence. Schools can provide resources and workshops for parents on how to support their children's academic journey at home.

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