



# Academic Achievement Of Secondary School Students In Relation To Self-Concept, Motivation, And Attitude

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## ABSTRACT

The present study investigates the relationship between the academic achievement of secondary school students and their self-concept, achievement motivation, and attitude in the Chennai Educational District. The sample for the study consists of 300 students selected randomly from nine secondary schools. The findings of the study reveal that: (i) there is a positive correlation between academic achievement and self-concept, achievement motivation, and attitude among secondary school students. This indicates that students with higher self-concept tend to achieve higher academic scores. It also shows that academic achievement and achievement motivation are interrelated, implying that students with higher levels of achievement motivation perform better academically. Furthermore, the results indicate that students with more positive attitudes tend to have higher academic achievement.

**Keywords:** Academic Achievement, Self-Concept, Achievement Motivation and Attitude.

## Introduction

Academic achievement is one of the most important indicators of educational success and overall student development. It not only reflects students' mastery of curricular content but also predicts future educational and career opportunities. In recent years, educational researchers have emphasized that academic achievement is influenced not only by cognitive abilities but also by a wide range of psychological and personal factors. Among these, self-concept, achievement motivation, and attitude toward learning play a significant role in shaping students' academic outcomes, particularly during the secondary school stage, a critical period of adolescence marked by rapid physical, emotional, and social changes. Self-concept, which refers to an individual's perception of their abilities, strengths, and worth,

has been identified as a major determinant of school success. Students who view themselves positively tend to approach learning tasks with confidence, persistence, and a stronger sense of competence. Similarly, achievement motivation the internal drive to achieve success and excel academically greatly influences students' effort, goal-setting behavior, and overall academic performance. Highly motivated students are more likely to engage in learning activities, overcome challenges, and strive toward higher levels of achievement.

Attitude toward learning also contributes significantly to students' academic progress. A positive attitude enhances interest, participation, and willingness to put sustained effort into learning. Conversely, a negative attitude can limit students' engagement and reduce their academic performance. At the secondary school level, where academic demands increase and students begin to form clearer academic and career aspirations, the combined influence of self-concept, motivation, and attitude becomes particularly important. Despite the acknowledged importance of these factors, many students still struggle to reach their full academic potential due to low motivation, weak self-concept, or negative attitudes toward schooling. Understanding the nature and extent of the relationships between these variables and academic achievement is vital for educators, school administrators, and policymakers. Such insights can help design effective interventions, guidance programs, and teaching strategies that foster positive psychological development and improved academic outcomes.

Therefore, the present study aims to examine the relationship between academic achievement and self-concept, achievement motivation, and attitude among secondary school students. By exploring these associations, the study seeks to contribute to the growing body of knowledge in educational psychology and provide meaningful implications for enhancing student performance at the secondary level.

## Objectives

The objectives of the study are as follows:

1. To determine the relationship between self-concept, achievement motivation, and attitude with the academic achievement of secondary school students.
2. To examine the relationship between self-concept, achievement motivation, and attitude with the academic achievement of male secondary school students.
3. To analyze the relationship between self-concept, achievement motivation, and attitude with the academic achievement of female secondary school students.

## Hypotheses

In pursuance of the above-stated objectives, the following hypotheses were formulated:

1. There is no significant correlation between self-concept, achievement motivation, and attitude with the academic achievement of secondary school students.
2. There is no significant correlation between self-concept, achievement motivation, and attitude with academic achievement of male students of secondary schools.
3. There is no significant correlation between self-concept, achievement motivation, and attitude with academic achievement of female students of secondary schools.

## Research Design

### Method

The study adopts the descriptive survey method for the investigation.

### Sample

Using purposive and random sampling techniques, 300 students from nine secondary schools in and around the Chennai Educational District form the sample of the study.

### Tools

The following tools were used to collect the essential data:

- *Suryavanshi's Children's Self-Concept Scale (SCS)*: A standardized instrument for measuring self-concept.
- *Deo-Mohan Achievement Motivation Scale (AMS)*: Developed by Pratibha Deo and A. Mohan to assess achievement motivation.
- *Sodhi's Attitude Scale*: A standardized instrument for measuring students' attitudes.
- *Academic Achievement Test in Social Science*: Constructed by the investigator, it consists of 50 items with validity coefficients ranging from 0.86 to 0.98. The reliability of the test was 0.889 using the test-retest method and 0.846 using the split-half method.

## Procedure

Data pertaining to academic achievement, self-concept, achievement motivation, and attitude among secondary school students were collected by administering the respective tools to a sample of 300 students.

### Statistical Techniques

The data were analyzed using Pearson's Product–Moment Correlation Coefficient to determine the relationship between academic achievement, self-concept, achievement motivation, and attitude among secondary school students.

### Analysis and Interpretation

The data were analyzed using Karl Pearson's Product–Moment Correlation Coefficient to examine the relationship between self-concept, achievement motivation, and attitude with the academic achievement of secondary school students. The results of the analysis are presented in the following tables.

**Hypothesis-1:** There is no significant correlation between self-concept, achievement motivation, and attitude with the academic achievement scores of secondary school students.

**Table 1: Results of correlation coefficient between self-concept, Achievement motivation and attitude with academic Achievement scores of students of secondary schools**

Variable	Self-concept	Achievement Motivation	Attitude
<b>r-value</b>	0.9326	0.8678	0.9131
<b>t-value</b>	44.6187	30.1432	38.6487
<b>P-value</b>	0.05*	0.05*	0.05*
<b>Significance</b>	YES	YES	YES

A significant and positive correlation was found between academic achievement and self-concept of secondary school students as a whole ( $r = 0.9326$ ,  $p < 0.05$ ); between academic achievement and achievement motivation ( $r = 0.8678$ ,  $p < 0.05$ ); and between academic achievement and attitude ( $r = 0.8678$ ,  $p < 0.05$ ).

The  $r$ -values show that there is a positive correlation between academic achievement and self-concept, achievement motivation, and attitude. This means that academic achievement and self-concept are positively related, indicating that students with higher self-concept tend to achieve higher academic. It also suggests that academic achievement and achievement motivation are interrelated, implying that students with higher levels of achievement motivation perform better academically. Furthermore, the results indicate that students with more positive attitudes tend to have higher academic achievement.

**Hypothesis-2:** There is no significant correlation between self-concept, achievement motivation, and attitude with academic achievement scores of male students of secondary schools.

**Table 2: Results of correlation coefficient between self-concept, Achievement motivation and attitude with academic Achievement scores of male students of secondary schools**

Variable	Self-concept	Achievement Motivation	Attitude
<b>r-value</b>	0.9225	0.8216	0.9154
<b>t-value</b>	25.4060	15.3186	24.1719
<b>P-value</b>	<0.05*	<0.05*	<0.05*
<b>Significance</b>	YES	YES	YES

A significant and positive correlation was found between academic achievement and self-concept of male secondary school students ( $r = 0.9225$ ,  $p < 0.05$ ); between academic achievement and achievement motivation ( $r = 0.8216$ ,  $p < 0.05$ ); and between academic achievement and attitude ( $r = 0.9154$ ,  $p < 0.05$ ).

The  $r$ -values show that a positive correlation was found between academic achievement and self-concept among male secondary school students. This means that academic achievement and self-concept are positively related, indicating that male students with higher self-concept tend to achieve higher academic. The results also suggest that academic achievement and achievement motivation are closely associated, implying that higher levels of achievement motivation lead to better academic performance among male students. Furthermore, the findings indicate that male students with more positive attitudes tend to have higher academic achievement.

**Hypothesis-3:** There is no significant correlation between self-concept, achievement motivation, and attitude with academic achievement scores of female students of secondary schools.

**Table 3: Results of correlation coefficient between self-concept, Achievement motivation and attitude with academic Achievement scores of female students of secondary schools**

Variable	Self-concept	Achievement Motivation	Attitude
<b>r-value</b>	0.9367	0.9046	0.9127
<b>t-value</b>	36.1896	28.7009	30.2094
<b>P-value</b>	<0.05*	<0.05*	<0.05*
<b>Significance</b>	YES	YES	YES



A significant and positive correlation was found between academic achievement and self-concept of female secondary school students ( $r = 0.9367$ ,  $p < 0.05$ ); between academic achievement and achievement motivation ( $r = 0.9046$ ,  $p < 0.05$ ); and between academic achievement and attitude ( $r = 0.9127$ ,  $p < 0.05$ ).

The  $r$ -value shows that a positive correlation was found between academic achievement and self-concept among female secondary school students. This means that academic achievement and self-concept are positively related, suggesting that students with higher self-concept tend to achieve better academic results. The findings also indicate that higher levels of achievement motivation are associated with better academic performance among female students. Furthermore, the results show that female students with more positive attitudes toward learning tend to have higher academic achievement.

## Discussion and Conclusion

In this study, the researcher aimed to examine the positive correlation between academic achievement and self-concept, achievement motivation, and attitude among secondary school students. The results suggest that students with higher self-concept, stronger achievement motivation, and more positive attitudes tend to perform better academically. A similar pattern was observed when male and female students were analyzed separately: both groups with higher self-concept, greater achievement motivation, and positive attitudes demonstrated higher academic achievement. Overall, the findings confirm that self-concept, achievement motivation, and attitude are positively associated with academic performance at the secondary school level.

## Educational Implications

The findings of this study have several important implications for educators, school administrators, and policymakers aiming to improve academic achievement among secondary school students:

- **Enhancing Self-Concept:** Since a positive relationship exists between self-concept and academic achievement, teachers should implement strategies that help students develop confidence in their abilities. Activities that recognize student strengths, encourage self-reflection, and promote positive reinforcement can improve students' self-concept.
- **Fostering Achievement Motivation:** The study indicates that students with higher achievement motivation perform better academically. Educators can design goal-oriented learning experiences, reward systems, and challenging yet achievable tasks to enhance students' intrinsic motivation toward learning.
- **Promoting Positive Attitudes:** Positive attitudes toward learning are associated with higher academic performance. Schools should cultivate an encouraging and supportive learning

environment, integrate interactive and student-centered teaching methods, and provide guidance to help students develop a constructive approach toward studies.

- **Gender-Specific Strategies:** As the study highlights similar patterns among male and female students, interventions can be tailored to address the unique motivational and attitudinal needs of each gender to maximize academic outcomes.
- **Policy and Curriculum Development:** Policymakers and curriculum designers can incorporate programs that emphasize psychological well-being, motivation, and attitude development as part of the school curriculum, ensuring a holistic approach to academic success.

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