

set of images, thoughts and feelings that an individual has of himself/herself. As an individual grows, he not only forms concepts about his surroundings and about other persons, he also gradually forms an image or a concept about oneself. Self-concept is the individual's view and evaluation of him/herself. Self-concept also includes cognitive, emotional and evaluative elements. There are numerous factors that can may have impact one's self-concept. These are personal factors like age, self concept, interests, attitudes and aptitudes; familial and societal factors like education, media, appearance, culture, abuse, relationships, gender, locality or place of birth and residence, income and so on. The researcher reviewed previous studies to find out the factors of Self concept and found that gender as factor (Lata Gairola, 2001; Franzis, 2008; Shubhangi Kamble, 2009; Parmar , 2011), Caste and race as not as factor (Lata Gairola, 2001), Parental support and Encouragement as factor (Vashistha K. C. , 2004; Usha Mishra, 2004; Mishara and mani, 2009; Kumari and Mangayarkarasi, 2010), Family Environment and Self concept-Kaur, Rana and Kaur, 2009), achievement motivation related with academic self-concept (Sood, 2006), home environment as factor (Jagpreet Kaur, J. S. Rana and Rupinder Kaur, 2009) and Socio-economic status a factor (Mishara and mani, 2009).

Academic Motivation: Academic motivation is defined by a student's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence (McClelland, et al., 1953). It is defined as desire, as reflected in approach, persistence, and level of interest regarding study of academic subjects as judged against a standard of performance or excellence. As per four broad theories of academic motivation, the academic motivation can be explained as to achieve success (Atkinson, 1964; Paunonen & Ashton, 2001) "drive" theory, to achieve a particularized goal (Eccles & Wigfield, 2002) as per "goal" theory, perform well on an academic task (Bandura, 1982, 1986; Eccles & Wigfield, 2002) as per "expectancy" motivation theory and to expend the requisite energy to learn new material (Covington, 1998, 2000) as per self-worth" theory of motivation. According to Pintrich and Zusho (2000) "Academic motivation refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals". This Academic Motivation is also varied and differential in different persons and group concerns. The earlier studies conducted on academic motivation found various results, something which were contradictory and it need for further studies. As per reviewed on Academic Motivation it was found Academic Motivation as the predictors of academic achievement (Paulsen & Feldman, 1999), academic engagement (Panitz, 1999), greater success coping with stress (Struthers, Perry, & Menec, 2000), better study skills (Robbins et al., 2004), adoption of self-regulated learning strategies (Schunk & Zimmerman, 2012) and persistence (Porchea, Allen, Robbins, & Phelps, 2010). Gender as factor in Academic Motivation (Guay et al. 2010; Gunduz, Şahin, and Onal, 2009; Hotaman, and Yüksel-Sahin, 2010; Bedel, 2013; Polat, 2013; Demir and Ari, 2013;)

(III) OBJECTIVES OF STUDY:

Based on the above discussion, the present investigators considered the following objectives of the study:

- a) To assess the self concept of secondary students in relation to their gender and localities.
- b) To assess the academic motivation of secondary students in relation to their gender and localities.
- c) To assess the relationship between self concept and academic motivation of secondary students

(IV) HYPOTHESIS: On the basis of the objectives of present study following Hypotheses were stated.

H₀1: "There exists no significant difference between male and female Secondary Students in their Self Concept"

H₀2: "There exists no significant difference between urban and rural Secondary Students in their Academic Motivation"

H₀3: "There exists no significant difference between male and female Secondary Students in their Academic Motivation"

H₀4: "There exists no significant difference between urban and rural Secondary Students in their Academic Motivation"

H₀5: "There exists no significant relationship between self concept and academic motivation of Secondary Students"

(V) METHODOLOGY OF THE STUDY:

A. Method employed: For the present study, the investigators have adopted a survey method which comes under the scope of Descriptive Frame Work.

B. Variables Involved:

Dependent Variable: One dependent variable i.e. Self Concept

Independent Variables: One Independent variable i.e. Academic Motivation

Attribute Variables: (a) Gender (Male and Female) and (b) Localities (Rural and Urban)

C. Tools used: To measure the Self Concept and Academic Motivation, following two tools were used for present study :

(i) Mukhopadhyaya and Basantia Self- Concept Questionnaire (MBSCQ) to measure self concept developed by Mukhopadhyaya and Basantia and

(ii) Academic Motivation Scale (AMS) to measure Academic Motivation developed by researcher.

D. Statistics Used: After scoring the data, the investigator has used the following statistical techniques for analysis and interpretation of data:

i. Descriptive statistics such as Mean, Median, SD and Graphical presentation.

ii. Inferential statistics such as 't' test.

E. Population and Sample of the Study

i. Population: The Secondary students of West Bengal were considered as the population of the study.

ii. Sample: 200 (N = 200) Secondary students studying in Class X of three Secondary Schools situated in Jalpaiguri District of West Bengal, India were considered as the sample for the study. Purposive convenient sampling method was used by the investigators. The sample has been drawn in such manner, where both gender i.e. male and female and localities i.e. rural and urban students might be included in the sample.

(VI) RESULTS AND DISCUSSION:

Descriptive Statistics for the MBSCQ and AMS Scores:

Table-1: Showing the Descriptive Statistics for the Scores of MBSCQ

Descriptive Statistics											
N	Min	Max	Sum	Central Tendencies				SE _M	P ₂₅	P ₅₀	P ₇₅
				M	Mdn	Md	SE _M				
200	121.00	211.00	33155	165.775	165.364	165.00	1.51812				
Variability			Skewness		Kurtosis		Percentiles				
Range	SD	Variance	Sk	SE _{Sk}	Ku	SE _{Ku}	P ₂₅	P ₅₀	P ₇₅		
90.00	21.469	460.939	0.021	0.172	-0.647	0.342	151	165.36	181		

Table-2: Showing the Descriptive Statistics for the Scores of AMS

Descriptive Statistics											
N	Min	Max	Sum	Central Tendencies				SE _M	P ₂₅	P ₅₀	P ₇₅
				M	Mdn	Md	SE _M				
200	46.00	96.00	14051	70.255	70.105	70.00	0.718				
Variability			Skewness		Kurtosis		Percentiles				
Range	SD	Variance	Sk	SE _{Sk}	Ku	SE _{Ku}	P ₂₅	P ₅₀	P ₇₅		
50.00	10.152	103.065	0.085	0.172	-0.144	0.342	63.667	70.105	76.667		

Graphical Representation for MBSCQ and AMS Scores:

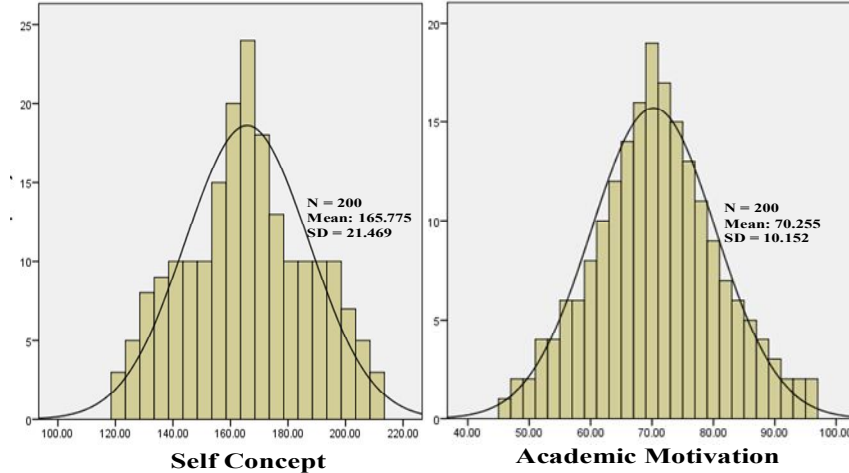


Fig.-1 & 2: Showing the NPC with Histogram of MBSCQ and ASM Scores

Normality of the Distribution of MBSCQ and AMS Scores : Since data is associated with statistical treatment, the most important thing before using a statistic is to check the normality of the distribution. A closer look at the above normal distribution chart (Fig.-1) and descriptive statistics table (table-1 and 2) reveal that the two distributions tend to be normal. In case of MBSCQ distribution, the Mean (165.775), Median (165.364), Mode (165.00) and 50th percentile ($P_{50} = 165.36$) are very closed and coincide. In case of AMS, the Mean, Median, Mode and 50th percentile are very closed and these are 70.00 in each case of measurement. The Skewness and Kurtosis of the both distributions are very closed to 0.00 and 0.263 respectively. These values certify the normality of the distributions and conditions of using the parametric statistics for null-hypothesis.

Table-3: Showing the Descriptive Statistics (Group wise)

Variables	Self Concept				Academic Aspiration		
	Strata	N	M	SD	N	M	SD
Gender	Male	122	166.261	21.123	122	71.102	11.258
	Female	78	165.015	20.152	78	68.930	9.987
Localities	Rural	128	163.261	20.257	128	63.824	11.975
	Urban	72	170.244	21.236	72	73.872	8.519

From the table-2, it has been observed that, in case of both variables, the mean differences in gender and localities are found and the significant of these differences are tested in later analysis of t-test.

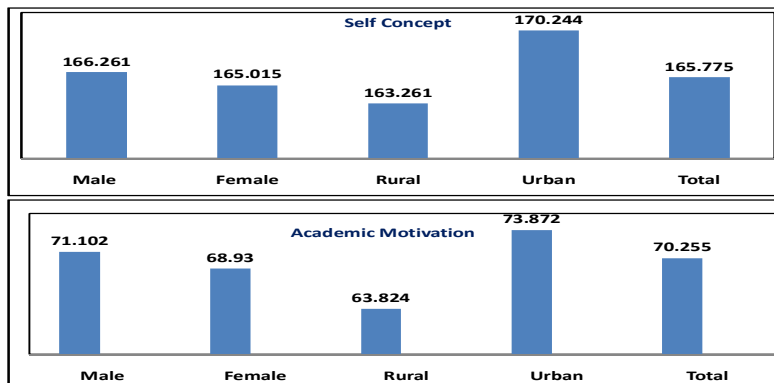


Fig.-3 & 4: Showing the Mean values of MBSCQ and ASM Scores

It was seen that, the difference between rural and urban secondary students were high in Self Concept and Academic Motivation. In case of gender such difference i.e. differences between male and female secondary students in self concept and academic motivation were very low.

A. Gender as a Factor of Self Concept:

Table-4: Showing the 't' value of Self Concept of Male and Female Secondary Students

Variable	Category	N	Mean	SD	SE _M	SE _D	t- value	df
Self Concept	Male	122	166.261	21.123	1.912	3.008	0.414**	198
	Female	78	165.015	20.152	2.282			

**The result is insignificant at 0.01 level. (The two-tailed P value equals 0.6792)

From the observation of the table-4, it has been revealed that obtained t-value was 3.008 which was insignificant at 0.01 level. Therefore, the hypothesis stated "there exists no significant difference between Male and Female Secondary Students in their Self Concept" stood accepted. By conventional criteria, this difference is considered to be not statistically significant.

Hence, gender was found not a factor of Self Concept of secondary students.

The result supports to the earlier results of Saracaloglu, Kumral and Kanma, 2009; M., Renata & Grum, Darja. 2011; Bedel, 2013; and Demir and Ari, 2013. But this result differed to the result of Behera et al., (2015). and Rose Nabi Deborah Karimi Muthuri and Josephine Nyaboke Arasa (2015).

B. Localities as a Factor of Self Concept:

Table-5: Showing the 't' value of Self Concept of Rural and Urban Secondary Students

Variable	Category	Count (N)	Mean	SD	SE _M	SE _D	t- value	df
Self Concept	Rural	128	163.261	20.257	1.790	3.037	2.299*	198
	Urban	72	170.244	21.236	2.503			

* The result is significant at 0.01 level. (The two-tailed P value equals 0.0225)

The table -5 showed that, the computed t-value is greater than the critical 't' value at 0.01 level and it was significant 0.01 level. By conventional criteria, this difference is considered to be statistically significant. There was statistically significant difference between rural students and urban students in relation to their Self Concept. Therefore, the null hypothesis was rejected and it proved that there existed difference between Rural and Urban Secondary students in their Self Concept. Location or place of residence has been found the predictors of the students' Self Concept. This results supports to the results of Vikrant Ramchandra Wankhade (2016).

C. Gender as a Factor of Academic Motivation:

Table-6: Showing the 't' value of Academic Motivation of Male and Female Secondary Students

Variable	Category	Count (N)	Mean	SD	SE _M	SE _D	t- value	df
Academic Motivation	Male	122	71.102	11.258	1.019	1.563	1.3896**	198
	Female	78	68.930	9.987	1.131			

**The result is insignificant at 0.01 level. (The two-tailed P value equals 0.1662)

The table -6 showed that, the computed t-value is less than the critical 't' value at 0.01 level and it was insignificant 0.01 level. This difference is considered to be not statistically significant. Therefore, the null hypothesis was accepted and it proved that there existed no difference between Rural and Urban Secondary students in their Academic Motivation. Gender was not a factor in Academic Motivation. The result made the contradiction with the result of K., Hakan, and E., Munireb (2014).

D. Localities as a Factor of Academic Motivation:**Table-7: Showing the 't' value of Academic Motivation of Rural and Urban Secondary Students**

Variable	Category	Count (N)	Mean	SD	SE _M	SE _D	t- value	df
Academic Motivation	Rural	128	63.824	11.975	1.411	1.458	6.891*	198
	Urban	72	73.872	8.519	0.753			

* The result is significant at 0.01 level. (The two-tailed P value is less than 0.0001)

From the observation of the table-7, it has been revealed that obtained t-value was 6.891 which considered to be extremely statistically significant at 0.01 level. Therefore, the hypothesis stated "there exists no significant difference between Rural and Urban Secondary Students in their Academic Motivation" stood rejected. Hence, students' localities or place of residence was found as a factor of Academic Motivation of secondary students.

This result supports to the reports of Singh, S., Singh, A. and Singh, K. (2011).

(a) Analysis of the Relationship between Self-concept and Academic Motivation**Table-8: Showing the Relationship between the Scores of Self-concept and Academic Motivation of Secondary Students Correlations (Pearson Correlation method)**

Variable	N	r	Sig. (2-tailed)
Self Concept	200	0.870	Correlation is significant at the 0.01 level (2-tailed).
Academic Motivation	200		

Correlation table- 8 showing the 'r' value of the variables of self concept and academic motivation of secondary students is significant at 0.01 level. Therefore the null hypothesis considered for testing the significance of the relationship between self concept and academic motivation of secondary students has been rejected. Hence, it proved that there is a significant relationship between self concept and academic motivation of secondary students.

(VII) MAJOR FINDINGS OF STUDY:

- Gender is not the factor of self concept of secondary students.
- Location or Place of residence is the factor of secondary students' Self concept.
- Gender is not the factor of academic motivation of secondary students.
- Location or Place of residence is the factor of secondary students' academic motivation.
- Self concept and Academic Motivation of Secondary Students significantly related.

(VIII) IMPLICATIONS OF RESULTS: The investigator recommended the following recommendations as implications of the study on the basis of the results found:

- Students coming from rural and backward areas should be properly guided so that they may be academic motivated.
- Students' counselling and guidance services must be provided in such a manner, the positive self concept may be developed.
- Teachers may adopt the roles as a counselor as well as facilitator by employing the strategies to develop students' goal achieving behaviour.
- Individualised instruction and counseling programmes must be conducted to develop positive self concept among the students.
- There may be provision of scholarships, stipends, attractive study materials and other facilities as motivating factors to motivate students in their education.
- Teachers should be trained employing technology successfully so that the students can be academically motivated to learn in a positive classroom situation.
- Teaching strategies and curriculum must be framed according to the students' aspiration level.

- a) The programmes to be undertaken in schools like Career counseling Programme, Guidance Services in school, Career talk by the communities, etc.

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