



## ACHIEVEMENT MOTIVATION AND SELF-ESTEEM OF HIGH SCHOOL BOYS

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### ABSTRACT

The present study was aimed to find out the achievement motivation and self-esteem of high school boys. 200 students in Chennai district from uni-type schools were taken into consideration for the study. Achievement Motivation Scale by Jessina Muthee & Thomas Immanuel and Self-esteem Scale by S.K. Karunanidhi were used for data collection. Data was analyzed by t-test and r-value. Results found that there is no significant difference in achievement motivation and self-esteem of high school boys with regard to nativity and parental annual income and there is significant difference in achievement motivation and self-esteem of high school boys with reference to class of study. Finding showed that there is positive significant relationship between achievement motivation and self-esteem of high school boys.

**KEYWORDS:** Achievement Motivation, Self-Esteem, High School Boys.

### INTRODUCTION

To achieve one must have aspiration, effort and persistence. Motivation is the competence to achieve something in life or tendency to strive for success be it in academics, in sports, in music or in any other field. It is one of the factors for achievement and achievement motivation is a person's need for attaining excellence. It is nothing but motivation to achieve. From earlier researches, it is evident that every person has an innate instinctive need to attain success. Based on such researches, theories of achievement motivation came into existence.

### ACHIEVEMENT MOTIVATION

First achievement motivation theory was proposed by Atkinson in 1957 to determine performances and explain why an individual has a better ability to succeed than others. David Clarence McClelland in 1961 identified three needs - need for achievement, power and affiliation every individual possesses. These needs or motivators are learned and hence his theory is also called as 'Learner Needs Theory.' These drivers are regardless of gender, age, and culture and one of these would dominate the others depending on culture and experiences.

### SELF-ESTEEM

It is a person's overall value of oneself-positive or negative. It is very crucial and is pivotal for a positive attitude towards life. Self-esteem affects how an individual thinks, acts and relates to others. It helps in living life to one's fullest. To put it simple words, self-esteem plays an important role in motivation and success.

### OBJECTIVES

- To find out the significant difference in achievement motivation of high school boys with regard to nativity, parental annual income and class of study.
- To find out the significant difference in self-esteem of high school boys in terms of nativity, parental annual income and class of study.
- To study the significant relationship between achievement motivation and self-esteem of high school boys.

### HYPOTHESES

1. There is no significant difference in achievement motivation of high school boys based on nativity.
2. There is no significant difference in achievement motivation of high school boys based on parental annual income.
3. There is no significant difference in achievement motivation of high school boys based on class of study.
4. There is no significant difference in self-esteem of high school boys in respect of nativity.
5. There is no significant difference in self-esteem of high school boys in respect of parental annual income.
6. There is no significant difference in self-esteem of high school boys in respect of class of study.
7. There is no significant relationship between achievement motivation and self-esteem of high school boys.

### METHOD & SAMPLE

Survey method was conducted on a sample of 200 high school boys studying in 8<sup>th</sup> and 9<sup>th</sup> standard from uni-type schools in Chennai district.

### TOOLS

- Achievement Motivation Scale by Jessina Muthee & Thomas Immanuel.
- Self-esteem Scale by S.K. Karunanidhi.

### DATA ANALYSIS

**Table 1: Achievement Motivation of High School Boys based on Nativity**

Nativity	N	Mean	SD	t-value	p-value
Rural	74	111.03	11.923	0.583	0.561
Urban	123	110.05	11.208		

Table-1 reveals that there is no significant difference between rural and urban high school boys in their achievement motivation since p-value is higher than 0.05 and hence the hypothesis-1 is accepted.

**Table 2: Achievement Motivation of High School Boys based on Parental Annual Income**

Parental Annual Income	N	Mean	SD	t-value	p-value
Below 1,00,000	48	112.71	10.788	1.60	0.111
Above 1,00,000	152	109.68	11.601		

Table-2 indicates that p-value is greater than 0.05, thereby accepting the hypothesis-2 which states, there is no significant difference between high school boys in their achievement motivation based on their parental annual income.

**Table 3: Achievement Motivation of Eighth and Ninth Standard High School Boys**

Class of Study	N	Mean	SD	t-value	p-value
Eighth	100	108.23	10.853	2.734	0.007
Ninth	100	112.59	11.684		

Table-3 shows that the p-value is lesser than 0.05 and it can be stated that there is significant difference between eighth and ninth standard high school boys. Hence the hypothesis-3 is rejected. The mean value of ninth standard boys is higher than eighth standard boys in their level of achievement motivation and it may be because the ninth standard boys are mature than eighth boys both age wise and class wise. This maturity may have made them to learn ways to motivate themselves to be successful as they may be appearing for public exam the very next year. This may give them a strong reason to set and accomplish goals and take risks in the process.

**Table 4: Self-esteem of High School Boys based on Nativity**

Nativity	N	Mean	SD	t-value	p-value
Rural	74	105.32	10.772	0.274	0.784
Urban	123	105.81	12.809		

Table-4 reveals that there is no significant difference in self-esteem of high school boys with reference to nativity since p-value is higher than 0.05 and hence the hypothesis-4 is accepted.

**Table 5: Self-esteem of High School Boys based on Parental Annual Income**

Parental Annual Income	N	Mean	SD	t-value	p-value
Below 1,00,000	48	106.31	11.312	0.448	0.654
Above 1,00,000	152	105.41	12.327		

Table-5 indicates the p-value greater than 0.05, thereby accepting the hypothesis-5 which states, there is no significant difference between high school boys in their self-esteem based on their parental annual income.

**Table 6: Self-esteem of High School Boys based on Class of Study**

Class of Study	N	Mean	SD	t-value	p-value
Eighth	100	107.51	15.089	2.225	0.028
Ninth	100	103.75	7.616		

From Table-6, the p-value is lesser than 0.05 and it can be stated that there is significant difference between eighth and ninth standard high school boys in their self-esteem. Hence the hypothesis-6 is rejected. The mean value of eighth standard boys is higher than ninth standard boys in their self-esteem and it may be because they are in eighth standard and they have one more year to appear for public examination. As a result of this, they can believe in their abilities and take chances to bring to reality. Another reason may be they are enjoying their growth as a person and are trying to find meaning in their lives.

**Table 7: Relationship between Achievement Motivation and Self-esteem of High School Boys**

Variables	N	r-value	Remark
Achievement Motivation	200	0.210	Significant
Self-esteem			

Table-7 reveals a positive relationship between achievement motivation and self-esteem of high school boys at 0.01 level. Hence, it can be said that when achievement motivation increases self-esteem also increases. It implies that those with high achievement motivation end up as high achievers and feel good about them, approach new situations in a confident and positive manner and accept responsibility.

### CONCLUSION

From the findings, it can be concluded that there is a positive significant relationship between achievement motivation and self-esteem among high school boys. It can be said that if boys are motivated to achieve success academically, it will automatically increase their self-esteem which will help in their social skills with peers, teachers, family members, and everyone in general. At the same time they will be able to take criticism positively and learn from their mistakes, take risks to challenge set goals, find creativeness in them, and finally they will be able to make their own decisions and make a constructive difference in the lives of themselves as well others.

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