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"A STUDY OF ACHIEVEMENT MOTIVATION AND SELF CONCEPT AMONG FARMER AND NON-FARMER"

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ABSTRACT:
　　　The objective of the present study was to examine the achievement motivation and self concept of farmer. Total 80 farmer were selected from Jalna District for the study. Among them 40 subjects were farmer and 40 subject ‟s Non-farmer. The age range of participants 20 to 50 years (M =40.45, SD = 6.41). First hypothesis was there will be significant difference between farmer and Non-farmer with respect to achievement motivation. And second hypothesis was there will be significant difference between farmer and Non-farmer with respect to self concept. Achievement motivation inventory was constructed and standardized by B. N. Mukharji. Results revealed that Non-farmer had significantly high self concept than the farmer. Non-farmer had significantly high achievement motivation than the farmer.

KEYWORDS : achievement motivation, self concept, farmer.

INTRODUCTION

　　　Achievement motivation and self concept are very important to educational performance. Abraham Maslow told when the need for love and belongingness are met; individual can then focus on higher level needs of intellectual achievement. Many researched evidence to support that the contention that positive academic selfconcept contributes to academic achievement by enhancing the motivation to achieve. This study objective is to explore to examine the achievement motivation and self concept of farmer.

　　　Need for Achievement (nAch) (McClelland, 1961; McClelland & Winter, 1969) is one of the psychological motives that play an important role in success and achievements of a man. Motivation as an academic engagement refers to "cognitive, emotional, and behavioral indicators of student investment in and attachment to education" (Tucker, Zayco, & Herman, 2002,). Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985). People with high achievement motives will act in ways that will help them to outperform others, meet or surpass some standard of excellence, or do something unique (Schmidt & Frieze, 1997,). All students are influenced by a need to achieve to a certain degree. Those students, who hold a high desire of success, work hard to achieve.

　　　Chowdhury, and Pati, (1997, 135) assert that „self-concept plays a significant role in the educational process when a child is accepted, approved, respected and liked one will have an opportunity to acquire an attitude of self-acceptance and respect for one self‟. According to Wang and Lin (2008)self-concept was seen as the general confidence that individuals felt about themselves and the levels of an individual‟s self-concept predict whether or the extent to which he or she was able to accomplish academic tasks successfully

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or unsuccessfully. They further quote Byrne that much of the earlier interest in the self-concept versus achievement relationship stemmed from the belief that academic self-concept had motivational functions and thus, changes in academic self-concept would lead to changes in subsequent academic achievement.

Abouserie (1995) gives evidence that self-concept and achievement motivation are correlated and his analysis suggests that self-concept makes a positive contribution to students" scores on deep processing. Achievement motivation contributes positively to students" scores on achieving orientation, meaning orientation and methodical study. Findings of many studies (Abouserie, 1995; Tella, 2007) suggest that achievement motivation and self concept are directly and indirectly related to academic achievement. Highly motivated students perform better academically than the lowly motivated students (Tella, 2007). Therefore the students" personality variables in general and self-concept and achievement motivation in particular, have substantial influence on their approaches to study.

Juan Antonio et, al., (2012) found that sport competence and physical condition were the domains of physical self-concept that had a greater connection with goal orientations and motivational climates. Gender differences were also identified for all variables except for task orientation. In addition, the task-involving motivational climate was the main predictor in the sport competence and physical condition subscales in the case of the farmer, while ego and task orientation were, respectively, the strongest predictors for the same physical self-concept subscales in the case of the farmer.

OBJECTIVE OF THE STUDY:
The objective of the present study was to examine the achievement motivation and self concept of farmer.

HYPOTHESIS:
1) There will be significant difference between farmer and Non-farmer with respect to achievement motivation.
2) There will be significant difference between farmer and Non-farmer with respect to self concept.

Method
Sample:
Total 80 farmer were selected from Jalna District for the study. Among them 40 subjects were farmer and 40 subject"s Non-farmer. The age range of participants 20 to 50 years (M =40.45, SD = 6.41).

Tool:
1) Achievement Motivation Inventory:
This test is developed and standardized by B.N. Mukharji. The test consisted of 50 Items. The subjects were required to respond to each item in terms of 'Always' Neutral and 'Sometimes'. The test – retest Reliability Coefficient Range from .83 to .89.
2) Self-Concept Scale (SCQ):
This scale was constructed and standardize by Dr. Raj Kumar Saraswat. The inventory is useful in measuring Self-concept in six areas, namely Physical, Social, Temperamental, Educational, Moral and Intellectual. The inventory consists of 48 items, each item is provided with five alternatives „Strongly Agree", „more agree", „agree", „disagree", and „disagree",

Reliability of the inventory was found by test retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficient of its various dimensions varies from .67 to .88. Expert"s opinions were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

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Procedures of data collection

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject"s related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

Variable

Independent variable- Gender a) Farmer   b) Non-farmer
Dependent variable-   1) Self Concept 2) Achievement

Statistical interpretation and Discussion
Table No. 01
Farmer and Non-farmer have shows Mean, S.D. and "t" Value dimension of self concept.

Gender	MEAN	S.D	N	df	"t"
Farmer	130.21	6.01	40		
Nonfarmer	143.74	7.51	40	78	8.90**

Mean of farmer 130.21 and Non-farmer mean is 143.74. And the difference between the two mean is highly significant „t" (78) = 8.90, P < 0.01). It was found that the Non-farmer had significantly high self concept than the farmer.

Table No. 02
Farmer and Non-farmer have shows Mean, S.D. and "t" Value dimension of achievement motivation.

Gender	MEAN	S.D	N	df	"t"
Farmer	29.47	5.20	40		
Nonfarmer	39.40	4.18	40	78	9.47**

Mean of farmer 29.47 and second mean of Non-farmer 39.40. And the difference between the two mean is highly significant „t" (78) = 9.47, P < 0.01). It was found that the Non-farmer had significantly high achievement motivation than the farmer.

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4