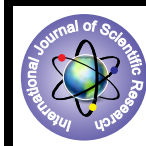# A Study of the Achievement Motivation in Relation to Self Concept and Intelligence of Net/Jrf Qualified and Non Net/Jrf Qualified Research Scholars of Social Science Faculty of Aligarh Muslim University, Aligarh

Education

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ABSTRACT

Motivation inspires people to perform best according to their capability to achieve their goals. It is one of the important factors that affect the performance of individual in life and it is his level of desire to behave in a certain way in a particular situation. The amount of effort they put into those activities at any particular time are determined by motivation. Numbers of personal, social and economic factors are there that influence Achievement Motivation. Present study is an attempt to analyze the self concept and intelligence on the achievement motivation of NET/JRF qualified and Non NET/JRF qualified researchers of social science faculty of Aligarh Muslim University. The study has revealed mixed results which have been presented and interpreted in the light of research findings. In the end some suggestive measures have been put forward by the authors of this paper.

Motivation is the core of learning which inspires people to work, to contribute to the best of their capability for the achievement of organizational objectives. It is one of the important factors that affect the performance in life and it is level of desire of an individual to behave in a certain manner at certain time and in certain situation. Motivation includes internal processes and external incentives and the activities that people start and continue. The amount of effort they put into those activities at any particular time are determined by motivation which includes achievement, pleasure, procrastination, satisfaction and success (Capel,2009). Achievement motivation is an acquired trait. The need to achieve is the spring board of achievement motive. It refers to actions and feeling connected to strive to achieve some internalized excellence in performance Mc Clelland (1961). It is based on reaching success and achieving all life aspirations. The achievement motivation is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment (Atkinson & Feather, 1966). Achievement goals can affect the way person performs task and represents desire to show competence.

Vasantha (1969) found positive relationship between intelligence and self concept and achievement and self concept of college students. Chaudhry (1971) found significant correlation between n achievement and intelligence for girls but not for boys. Desai (1971) reported positive correlation between IQ and n achievement among high school students. Seetha (1975) revealed that high achievers possessed superior intelligence with respect to low achievers. Ghuman (1976) found overachievers possessed high achievement motivation. Abrol (1977) reported positive and significant relationship between achievement motivation and intelligence and scholastic achievements while on the contrary Narula (1979) found no relation between intelligence and n achievement. Srivastava (1988) explored that there was no correlation of aggression with self concept, achievement and performance. Sushma (1990) in her study on juvenile and adult female offenders found no significant difference in personality characteristics, intelligence, achievement motivation and adjustment. Shah (1990) showed intelligence to be more related to academic achievement than self concept. Devaneson (1990) explored that there was significant and positive relationship between achievement motivation and scholastic achievement of higher secondary students. Girls having high self concept selected higher academic goals. According to Jain (1990) positive self concept and superior cognitive abilities tend to go together significantly. Rani (1992) revealed that SES, intelligence and achievement motivation contributed positively to academic achievement. Jens et.al (2010) concluded that there were self concept differences between above average and average achieving students. Maarteen

et al (2010) found that achievement affect the causal pattern between self concept and achievement. Parveen (2011) found that high self concept adolescents possess higher achievement motivation as compared to low self concept.

It is evident from the above review that a number of variables are associated with achievement motivation. Although contradictory results have been found. Majority of the studies have been conducted at school level but none of the study has addressed the problem of higher education particularly research scholars. Thus in the present study is an attempt to analyze the self concept and intelligence on the achievement motivation of NET/JRF qualified and Non NET/JRF qualified researchers of social science faculty of Aligarh Muslim University.

OBJECTIVES:

1. To compare the strength of relationship between Achievement Motivation, Self concept and Intelligence of total, NET/JRF and non NET/JRF sample

2. To compare achievement motivation of NET/JRF qualified and non Net NET/JRF qualified research scholars.

3. To determine the effect of self concept on the measure of Achievement Motivation for the total sample.

4. To determine the influence of intelligence on the measure of Achievement Motivation for the total sample.

HYPOTHESES:

1. There would be no significant relationship between total, NET/JRF and non NET/JRF sample on the measure of Achievement Motivation, Self Concept And Intelligence.

2. There would not be any significant difference between NET/JRF and non NET/JRF qualified sample on the measure of Achievement Motivation.

3. There would not be any significant difference among high, average and low Self Concept research scholars on the measure of Achievement Motivation for the total sample.

4. There would not be any significant difference among high, average and low Intelligence research scholars on the measure of Achievement Motivation for the total sample.

METHOD AND DESIGN OF STUDY:

In the present study the target population were the research scholars of social science faculty of Aligarh Muslim University. A random sample of 109 scholars were taken from randomly se-

lected 10 departments of university out of which 60 were NET/JRF qualified (19 males,30 females) and 49 scholars were non NET/JRF (29 males ,31 females). Tools used were:

a. Deo Mohan Achievement Scale (1985): reliability of the test for mixed group was 0.69.

b.   Self Concept scale by Dr. Mukta Rani Rastogi (1979) with reliabitily 0.87.

c. Test of General Mental Ability (1950): reliability of test by split half method was 0.91.

Statistical techniques used were bivariate correlation, ANOVA and t test analysed with the help of SPSS.

ANALYSIS AND INTERPRETATION OF RESULTS
Table 1: Correlation matrix of different variables for total sample, Total NET/JRF and total Non NET/JRF sample on the measure of achievement motivation

Independent Variables	Achievement Motivation		
	Total Sample	NET/JRF Sample	Non NET/JRF Sample
Self Concept	N=109	N=49	N=60
	0.246**	0.321*	0.192
Intelligence	N=109	N=49	N=60
	0.302**	0.266	0.164

*** Significant at 0.01 level   *Significant at 0.05 level*

Table 1 revels that the relationship of Achievement Motivation with both Self Concept and Intelligence for total sample is 0.246 and 0.302 respectively which is positive and statistically significant at 0.01 level of confidence. For NET/JRF qualified sample the relationship between achievement motivation and self concept was found positive and significant while insignificant relation was found between achievement motivation and intelligence. However for NON NET/JRF sample the relation between variables were found insignificant. The findings are in line with the study of Vasantha (1969) who concluded that positive relationship exists between achievement motivation and self concept. Ho1 is thus accepted partially.

Table 2: Comparison of mean scores of NET/JRF with Non NET/JRF qualified research scholars on the measure of Achievement Motivation

Groups	N	Mean	S.D	t value	Remarks
NET/JRF	49	146.43	14.016		
Non NET/JRF	60	137.88	18.494	2.668*	* Significant at 0.01 level

When the mean scores of Achievement motivation of total NET/JRF sample (146.43) and total Non NET/JRF sample (137.88) were put to t test , the t value came to be 2.668 which is significant at 0.01 level of significance inferring that the achievement motivation of NET/JRF qualified students is greater than those of Non qualified ones. Hence the Ho2 is rejected.

Table 3: Comparison of mean scores of achievement motivation in relation to high, average and low self concept for total sample.

High Self Concept (N=13)		Average Self Concept (N=79)		Low Self Concept (N=17)		F value	Remark
Mean	S.D	Mean	S.D	Mean	S.D		
153.31	13.573	141.17	16.605	135.88	18.924	4.226*	*significant at 0.05 level

With regard to the sample having high, average and low self concept the achievement motivation, scores of the three groups were compared by applying F test. The F value 4.226 (table 3) was found to be significant showing that self concept plays an important role in the achievement motivation of research scholars.

Table 4: t value comparison of mean scores of achievement motivation in relation to high, average and low self concept for total sample.

Groups	High Self Concept	Average Self Concept	Low Self Concept
High Self Concept	-	2.470*	2.76**
Average Self Concept	-	-	1.15

*Significant at 0.05 level ** Significant at 0.01 level*

On application of t test it was seen that students with high self concept had better achievement motivation than with students having average or low self concept while no significant difference was found between the achievement motivation of researchers with average and low concept. Thus Ho3 is accepted partially.

Table 5: Comparison of mean scores of achievement motivation in relation to high, average and low intelligence for Total Sample

High Intelligence (N=17)		Average Intelligence (N=73)		Low Intelligence (N=19)		F value	Remark
Mean	S.D	Mean	S.D	Mean	S.D		
148.53	12.894	142.05	16.378	134.37	20.793	3.248*	*significant at 0.05 level

Above table 5 shows that when the mean scores of achievement motivation of the three groups with high, average and low Intelligence were compared by F test, the F value came to be 3.248 which is significant at 0.05 level of significance. To know further which groups differ significantly with each other t test was used as shown in table 6.

Table 6: t value comparison of mean scores of Achievement Motivation In Relation To High, Average and Low Intelligence for Total Sample

Groups	High Intelligence	Average Intelligence	Low Intelligence
High Intelligence	-	1.54	0.405
Average Intelligence	-	-	2.00*

Significant at 0.05 level

With the t test application significant difference was found between the groups with average and low intelligence inferring that average intelligence research scholars have high achievement motivation with respect to low intelligence group. However no significant difference was found between the achievement motivation of students with high and average intelligence. Hence the Hypothesis Ho4 is rejected partially.

CONCLUSION AND SUGGESTIONS:

The present study focuses on the achievement motivation of NET/JRF and Non NET/JRF research scholars of Social Science faculty of Aligarh Muslim University and attempts to analyze the role of self concept and intelligence on it. It was found that there is positive correlation between achievement motivation and variables self concept and intelligence and that there is significant difference between the achievement motivation of NET/JRF and Non NET/JRF researchers in relation to self concept and intelligence for total sample.

• The behaviour of an individual is largely affected by his motive to achieve; thus it's important that researchers must be helped to develop high motivational level in order to increase their achievement level.

• Appropriate efforts must be undertaken and suitable opportunities to Non NET/JRF students be provided so as to help them in improving their achievement level by enhancing their achievement motivation.

• Appropriate healthy and encouraging environment should be provided to research scholars to enhance their level of self concept.

• Regular engagement of scholars in academic activities like seminar presentation, paper writing, discussion, engaging in teaching and other departmental activities will definitely help them to believe in their ability leading to better self concept.

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