

**A STUDY OF SELF CONCEPT, ACHIEVEMENT MOTIVATION
AND PERSONALITY TRAITS OF SECONDARY SCHOOL
STUDENTS IN RELATION TO THEIR ACADEMIC
ACHIEVEMENT**

A Summary Submitted to Devi Ahilya Vishwavidyalaya
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SUMMARY

1.1.0 INTRODUCTION

The national progress and prosperity is wholly dependent upon the sound and relevant educational system. It is an admitted fact that through education one generation can transfer and transmit all the best ways of life based on its traditions, culture and civilization to succeeding generations. Unless and until our education system is sound, we cannot hope of progress and prosperity.

Good education does not come about by chance. It is a product of real teaching and learning together with the effort of the teacher, the school, the students, parents and their numerous home environments. Often at times the responsibilities on the poor performance of students in school are shifted to the teachers and the school authorities. Most people in our society seem not to give adequate consideration to the education of their children. It seems some of the parents have erroneous idea about the performance of their children, they do not know and seem to fulfill their role of guidance and encouragement in the child's performance in schools. Some people also have the notion that the mass failure or success in schools could be sketched back to the teachers and the school authorities. While other people see socio-economic status of the family as an effect to the child's academic performance. However, some research works have exposed that the performance of the students is a joint strength of both the school authorities and that of the parents in different home environment. Education has a pivotal role in nation as well as individual character building. It is a life line for any society and nation. Education of a child needs multidimensional efforts. Students, teachers, institute and parents all have their importance in their process of learning. Parent's education is such a motivating force for a child which paves the way for his/her future. It is an admitted fact that the children of educated parents are more confident, resourceful and experienced than the children whose parents lack education.

According to Jencks family plays an important role in formal and informal education. Family characteristics represent a number of variables like education, income, beliefs, occupation, size of family also have implication on the performance of children. Significant reliable research studies have told that socio-economic status of parent is the best predictor of student Academic Achievement and parental education is considered the most stable (permanent) aspect of socio-economic status. It has been well defined that family plays a vital role in a child's Academic Achievement and development. Thompson et al have rightly said that mother's level of education influences adolescents' educational outcomes expectancy beliefs. A study by (Campbell, et al., 1999) using NAEP data indicated that students who reported higher parental education levels tended to have higher average score.

Education is the most important weapon to bring changes in the society by removing orthodoxy and superstitions, and make people wise and rational. Education is the prime equipment to make the people of a state or country skilled and civilized and leads the development of a nation through individual development of its citizen. Without educated citizen no country can make progress in Science and Technology which are the prime requisite for the development of a nation. The whole process of education is focused on academic performance or achievement of the students, the final product of education (teaching-learning process). Academic performance or achievement of a student is very much influenced by numerous factors like Socio-economic Status of the parents, residential Locality of the students, gender, age, school and class room environment and many more. It is education which determines an individual's occupation, income, status or position in the society. On the other hand, Socio-economic Status of student's family or parents have great impact upon academic success of the students, they are reciprocally related to each other but Socio-economic Status is the important contributing factor in student's Academic Achievement.

Achievement is task-oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others, or that otherwise involves some standard of excellence. Behavior is ordinarily described as intrinsically motivated if it is pleasurable in its own right and is not being undertaken merely to obtain some external reward; the reward for performing is inherent in the performance itself. When the individual's goal is more specifically to meet some standard of performance excellence and part of the reward for indulging in the activity is striving toward and reaching this goal, we refer to intrinsic Achievement Motivation. Successful achievement often brings about consequences that are gratifying to their recipients, such as a pay raise and social recognition. Achievement-oriented behaviors whose goal is to obtain these external or extrinsic rewards can be described as extrinsically motivated. It is possible, of course, for a single set of behaviors to be driven simultaneously by both intrinsic and extrinsic motives. (Spence & Helmreich, 1983)

1.1.0 ACADEMIC ACHIEVEMENT

The term achievement refers to the degree or the level of success attained in some specific school tasks especially scholastic performance, in this sense Academic Achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Academic Achievement could be defined as self-perception and self-evaluation of one's objective academic success. Academic Achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences. Good (1973), has defined, Academic Achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both. Consequently, Academic Achievement could be defined as self perception and self evaluation of one's objective success. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that

their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general to the education system itself. In fact, it appears as if the whole system of education revolves round the Academic Achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors.

Academic Achievement is the knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on pupil's performance (Trow 1956). Academic Achievement is the knowledge attained skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. (Good 1959). Academic Achievement is the extent to which a learner profiting from instructions in a given area of learning i.e. Achievement is reflected by the extent to which skill or knowledge been imparted to him. (Crow and Crow 1969).

Sinha (1970) defined Academic Achievement as the students whose academic performance is superior in character in the form of high percentage of marks are taken as successful candidates on the other hand, student who fail in the previous examination and obtain low divisions in their examinations are considered as individuals who have failed in their attainments.

1.1.2 SELF-CONCEPT

Self-Concept refers to the way the individual perceives his own qualities and characteristics. Self concept of an individual changes with time and experiences.

Self-Concept is the "Key stone of personality". Its importance stems from its influence over the quality of a person's behaviour and his methods of adjustment to life situations Cattell (1957)

Self refers to the image which adolescents hold about them. It is composed of many psychological states like feeling, attitudes, impressions, habits, dispositions, likes and dislikes (Kundoo and Tutoo 2000).

Self-Concept is composed of all beliefs and attitudes about the Self. It actually describes: who you are? What do you think? What can you become? Birnie (1978)

A Self-Concept is a person's total view of him/herself (Hamachek, 1987)

Purkey (1988) defined Self-Concept as "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence" He perceives Self-Concept as expressions of self worth which describes the degree of gratification of own oneself.

Huitt (1998) defined Self-Concept as the general perception an individual has about him/herself. Self-Concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (Woolfolk, 2001).

1.1.3 ACHIEVEMENT MOTIVATION

Achievement Motivation typically refers to the level of one's motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Our construct of motivational orientation refers to the type of motivational stance which the child adopts toward classroom learning. Thus, one may engage in schoolwork for intrinsic reasons, because work is challenging, enjoyable, and piques one's curiosity, or alternatively, one may engage in schoolwork for extrinsic reasons, either to obtain external approval or because the educational system requires it. (Harter & Connell, 1984)

1.1.4 PERSONALITY TRAITS

Personality refers to the long standing traits and patterns that propel individuals to consistently think feel and behave in a specific way. The word

personality comes from the Latin word *persona* which means a mask, worn by the actors in order to conceal one's identity.

Personality may be taken to be an individual's most striking or dominant characteristic. In that sense a person may be said to be a "shy personality" or a "neurotic personality", meaning that his/her dominant attribute appears to be shyness or neurosis. In popular usage, personality is often equated with social adroitness and effectiveness. In this usage, personality is the ability to elicit positive reactions from other people in one's typical dealings with them. "Personality is the dynamic organization within the individual of those psychophysical systems by which his unique adjustment with environment is determined (Allport, 1937)."

"An individual's personality, then, is his unique pattern of traits, a trait is any distinguishable, relatively enduring way in which one individual differs from another (Guilford, 1959)."

Psychologist Eysenck says, "Personality is more or less stable and enduring organization of a person's character, temperament, intellect and physique which determines his unique adjustment to the environment."

Personality can be defined as the construct of some traits. It is described in the terms of 'Extraversion' and 'Introversion'. The term extraversion and introversion was first used by Carl Jung. Virtually all comprehensive models of personality include these concepts in various forms. Extraversion and introversion are typically viewed as a single continuum thus to be on one. It is necessary to be low on the other. Jung defined introversion as an "attitude-type characterized by orientation in life through subjective psychic contents" (focus on one's inner psychic activity) and extraversion as "an attitude-type characterized by concentration of interest on the external object" (outside the world).

An introvert remains more inclined to his internal ideas and experiences. He is not much interested to take part in worldly affairs. In this way we see that an introvert is more of a thinker. An extrovert differs from an introvert. He is more active. He

wants to work according to social needs. He does not like to remain engaged in solving intellectual problems. An extrovert is comparatively more successful than an introvert in worldly affairs. An extrovert does not pay more attention to other's criticism. He has less reluctance in his emotional display. Whatever comes to his mind he utters-unhesitatingly? An extrovert does not get discouraged like introvert in phase of failures. He is not so much interested in self-introspection of self criticism as in the case with an introvert. These two qualities are present among everyone up to some extent. But in some, the introvert qualities pre-dominate, while in others extrovert qualities pre-dominate. The other trait called Neuroticism- stability trait, is the trait disposition to experience negative affects like anger, anxiety, irritability, emotional instability etc.

1.2.0 RATIONALE

Adolescent is a decisive age and a difficult period in young person's life. They face many challenges in this period like physical, developmental, psychological need, attitudes, parental behaviour, career, conflict, frustration, anxiety and stress. When adolescents are physically and mentally fit, they perform better in their academic achievement.

Many researches have been conducted in the field of self-concept, achievement motivation, personality traits and academic achievement. Such as S. Amaladoss Xavier (2001) has conducted a study on "Self-concept of post graduate chemistry teachers" Kaur,M. (2001) has conducted a study on "Self-concept in relation to Intellectual variables". Gupta,V and Sansanwal, D. N. (2002) have conducted a study on "Effect of treatment, adjustment and their interaction on emotional self-concept" Kharlukhi, B. (2005) has conducted a study on "A study of self-concept in relation to some selected personality variables among Teacher Trainees in Meghalaya". Dixit, Santosh Kumar (1989) in a study on the effect of personality factors and self-concept on educational achievement. Saraswat, A. (1988) a study A differential study of Achievement Motivation, occupational aspiration and Academic Achievement of adolescents in different types of school climate in

Aligarh District. Jassia A. (2010) Self-Concept of male and female Higher Secondary School students in district Pulwama. Sirohi Vineeta (2004) carried out a study of under achievement in relation to study habits and attitudes.

Sekhar and Devi (2012) looked at how college students' achievement motivation differed depending on their gender and field of study. According to the study, there were substantial disparities in accomplishment motivation among college students based on gender and stream of study, with female and science students outperforming male and arts stream students in academic achievement. Kaur (2013) investigated the association between secondary school students' achievement motivation and academic accomplishment. The study's findings revealed a significant positive relationship between achievement motivation and academic success. The effect of achievement motivation on academic engagement was studied by Akpan and Umobong (2013) in relation to gender and age. Achievement motivation had a considerable impact on academic engagement, according to the study's findings. Academically, pupils with a high level of accomplishment motivation were more engaged than those with a moderate or low level of achievement motivation. Badola (2013) investigated secondary school students' academic achievement motivation in relation to diverse administrative setups of secondary schools, gender, and location. The study's findings revealed significant disparities in academic accomplishment motivation among secondary school students based on administrative setup of the school, gender, and location, with public school students, female students, and urban students performing better than their counterparts. Emmanuel, Adom, and Josephine (2014) investigated the association between high school students' achievement motivation, academic self-concept, and academic achievement. According to the study's findings. There was also a substantial link between self-concept and academic achievement, according to the study. Achievement motivation and academic achievement, on the other hand, were found to have a favorable but non-significant relationship. Chetri (2014) investigated into adolescent achievement motivation and how it relates to

academic success. At the secondary level. Kumari and Chamundeswari (2015) investigated the relationship between achievement motivation, study habits, and academic achievement. Kokila and Kalaiselv (2017) assessed the level of achievement motivation among higher secondary students in Tamil Nadu's Pudukkottai Educational District. Jain (2015) investigated the level of achievement motivation, self-efficacy, and self-esteem. Wani and Masih (2015) examined the level of achievement motivation, differences in achievement motivation across gender, academic streams. Maheswari and Aruna (2016) performed research to determine the impact of respondents' socio-demographic variables on their accomplishment motivation, as well as the gender gap in achievement motivation.

Khursid and Fatima (1984) conducted a study to compare personality features of 45 low achievers and 45 high achievers chosen from 408 students in A.B. Inter College, Aligarh's Class VII and VIII. High achievers and poor achievers differed significantly on seven personality variables. Kazmi (1986) investigated the personality profiles and cognitive characteristics that contribute to academic failure in scientific and arts students at various levels, and the following are the key findings: Gender differences did not interact with any personality traits for academic failure; 4) personality traits and cognitive components interacted on academic performance failures. Khatoon (1988) looked at the personality patterns of high and low academic achievers and discovered that high achievers had a higher mean value on personality factor H and a lower mean value on factor I than low achievers; girls had higher mean values on factor D, I, and O than boys; and girls had lower mean values on factor H than boys. Rural students had a higher mean value on factor E and Q2 than their urban counterparts; the achievement-locality interaction had no significant effect on personality traits. B.P. Verma and G.Q.Shiekh (1998) conducted research on the connection between personality traits and personality needs and academic achievement in 600 female students in classes X. it was found that Female adolescent pupils from rural and urban

backgrounds were found to have no significant differences in any of the fourteen personality traits. M.N. Koteswar and B.R. Reddy (2001) conducted a study on the impact of personality traits on reading achievement among 1,293 high school students in classes VIII, IX, and X. The findings demonstrated that all 14 HSPQ components had a substantial impact on the sample individuals' reading achievement. T. Chamorro-Premuzic and A. Furnham (2003) wanted to determine how much and which personality factors influence academic success. According to the findings, neuroticism may hinder academic performance, whereas conscientiousness may lead to greater academic achievement.

Warji, A.W. (2011) studied personality traits and achievement motivation of secondary school students from matrilineal and patriarchal societies in the East Khasi Hills district of Meghalaya, M. Komarraju et al. (2011) investigated the Big Five personality traits, learning styles, and academic success. Gurjit, K (2011) investigated the value patterns of prospective secondary school teachers in relation to their personality traits, cultural background academic stream. Personality patterns and educational goals of secondary school pupils in East Khasi Hills District, Meghalaya were researched by D.C. Laloo. The impact of Big Five Personality Traits on Consciousness was examined by Srivastava and Mishra (2016). Srivastava, A and Mishra, A (2016) studied on the impact of Big Five Personality Traits on Consciousness. Suri (1973) established the following goals in his study "A Study of Differential Personality Traits in Intellectually Superior, Average, and Below Average Students": Malik (1977) used a sample of 230 10th grade students to investigate the association between IQ and specific personality traits and chemistry achievement. Gupta (1987) investigated the relationship between locus of control, anxiety, personality traits, level of aspiration, and academic achievement of secondary school students Varma (2003) conducted a study on the types of child rearing practises, personality, and academic achievement of advantaged and disadvantaged students with the goal of determining whether there was a difference between groups in terms of personality

traits, adjustment, and academic achievement. H. Smrtnik-Vitulic and M. Zupancic (2011) investigated personality factors as predictors of academic success. Kaur (2013) looked into how the five personality variables of neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness differed between students with low and high achievement motivation. Nehra (2014) looked at the impact of personality on secondary level academic achievement. Sangeetha, Pachaiyappan, and Raj (2014) conducted research to determine the relationship between personality and achievement in botany among high school students. Singh (2014) looked at the significant differences in 16 personality characteristics factors between low and high achievers. Chatterji (1983) undertook a study of the personality, IQ, and achievement motivation of students in various academic groupings.

Looking into the trend of researches in the field very few researches has been done on self-concept, achievement motivation, personality traits and academic achievement. Hence researcher will make humble attempt to study the factors Self-concept achievement motivation and personality traits which affect the academic achievement of secondary school students. In almost all the researches which have been conducted, self concept, Achievement motivation and personality traits has been used as the independent variables but researcher will make an attempt to study these as dependent variables as well. As the study will become the guideline for the researchers, teachers, Parents administrators and counselors to guide the students in the proper way.

1.3.0 STATEMENT OF THE PROBLEM

The problem of the present study has been entitled as:

A study of Self Concept, Achievement Motivation and Personality Traits Of Secondary School Students in relation to their Academic Achievement

1.4.0 OPERATIONAL DEFINITIONS

The operational definitions of the terms used in the study are as under:

- 1. Self Concept:** Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (*Wool folk, 2001*). Self-Concept for the present study refers to the scores obtained by the sample subjects on Sagar and Sharma's Self-Concept Inventory.
- 2. Achievement Motivation:** Achievement Motivation can be defined as the scores obtained by the secondary school students on the scale of achievement motivation to assess the overall psychological drives of the students for attaining the goals of life.
- 3. Personality traits:** Personality traits in this study will depict the scores obtained by the sample subjects on Eysenck's Maudsley Personality Inventory designed to measure the introversion-extroversion and neuroticism-stability dimensions of personality.
- 4. Academic Achievement:** Academic Achievement in the study means the final examination scores of the sample under study.

1.5.0 OBJECTIVES:

1. To study the effect of Self-Concept, Locality and their interaction on the Academic Achievement of secondary school students.
2. To study the effect of Self-Concept gender and their interaction on the Academic Achievement of secondary school students.
3. To study the effect of Self-Concept, type of school and their interaction on the Academic Achievement of secondary school students.
4. To study the effect of Achievement Motivation, Locality and their interaction on the Academic Achievement of secondary school students.
5. To study the effect of Achievement Motivation, gender and their interaction on the Academic Achievement of secondary school students.
6. To study the effect of Achievement Motivation, type of school and their interaction on the Academic Achievement of secondary school students.

7. To study the effect of personality traits, Locality and their interaction on the Academic Achievement of secondary school students.
8. To study the effect of personality traits, gender and their interaction on the Academic Achievement of secondary school students.
9. To study the effect of personality traits, type of school and their interaction on the Academic Achievement of secondary school students.
10. To study the influence of Locality, Gender, Type of School and their interaction on the self concept of secondary school students.
11. To study the influence of Locality, Gender, Type of School and their interaction on the Achievement Motivation of secondary school students.
12. To study the influence of Locality, Gender, Type of School and their interaction on the Introversion/Extraversion personality trait of secondary school students.
13. To study the influence of Locality, Gender, Type of School and their interaction on the Neurotic personality trait of secondary school students.

1.6.0 HYPOTHESES

1. There is no significant influence of Self-Concept, Locality and their interaction on Academic Achievement of secondary school students.
2. There is no significant influence of Self-Concept, gender and their interaction on Academic Achievement of secondary school students.
3. There is no significant influence of Self-Concept, type of school and their interaction on the Academic Achievement of secondary school students.
4. There is no significant influence of Achievement Motivation, Locality and their interaction on the Academic Achievement of secondary school students.

5. There is no significant influence of Achievement Motivation, gender and their interaction on the Academic Achievement of secondary school students.
6. There is no significant influence of Achievement Motivation, type of school and their interaction on the Academic Achievement of secondary school students.
7. There is no significant influence of personality traits, Locality and their interaction on the Academic Achievement of secondary school students.
8. There is no significant influence of personality traits, Gender and their interaction on the Academic Achievement of secondary school students.
9. There is no significant influence of personality traits, type of school and their interaction on the Academic Achievement of secondary school students.
10. There is no significant influence of Locality, Gender, Type of School and their interaction on the self concept of secondary school students.
11. There is no significant influence of Locality, Gender, Type of School and their interaction on the Achievement Motivation of secondary school students.
12. There is no significant influence of Locality, Gender, Type of School and their interaction on the Introversion/Extraversion personality trait of secondary school students.
13. There is no significant influence of Locality, Gender, Type of School and their interaction on the Neurotic personality trait of secondary school students.

1.7.0 DELIMITATION

- I. The research was confined to schools from urban and rural areas of the central Kashmir of union territory of Jammu and Kashmir only.

- II. The present study has been conducted on 11th class male and female secondary school students only.
- III. And also students from Private and government school management were included.

1.8.0 SAMPLE

For the present study a sample of 416 secondary school students were selected from different denominations of gender (Male and female), Locality (Rural and urban) and type of school (Government and private) by using purposive sampling procedure in order to meet the requirements of the study. Description of the sample is given as below:

Table: 1

GENDER	LOCALITY	TYPE OF SCHOOL	TOTAL
MALE	RURAL	GOVERNMENT	104
	URBAN	PRIVATE	104
FEMALE	RURAL	GOVERNMENT	104
	URBAN	PRIVATE	104
GRAND TOTAL			416

From table1, it is clear that equal proportion of the population was taken as sample. The whole sample has been categorized according to the denominations of gender (male and female), Locality (rural and urban) and type of school (government and private).

1.9.0 TOOLS

In the present study three Standardized tools were used by the researcher viz self concept, Achievement Motivation, personality traits for collecting data. The description of tools is given as below.

1. SELF CONCEPT INVENTORY:

Self-Concept inventory was developed by Sagar and Sharma. Self concept refers to the sum total of person's knowledge and attitudes towards himself and evaluation of his achievements. Self-Concept inventory is based on two forms

- I. Real self (what I am)
- II. Ideal self (what I would like to become)

This inventory consists of 67 items with five point rating scale. Each item of the inventory is in the form of adjectives followed by an explanation in a simple language in order to overcome the possibility of varied interpretation of the items.

Administration:

Self concept inventory, being a questionnaire, subjects are required to give their individual feelings (separately for both forms i.e for real and ideal self). Before presenting questionnaire to the students efforts were made to motivate the students to answer each and every item of the scale as there are no right or wrong answers and your responses will be kept confidential and will be used only for research purpose. After completion of the test, investigator collected the booklets from the students.

Scoring: Each item in the inventory is provided with five point rating scale. Scoring for positive and negative items is done as per the following procedure.

Scoring for Positive items:

Very Often	5
Often	4
About 50% of time	3
Rarely	2
Very Rarely	1

For Negative items:

Very Often	1
Often	2
About 50% of time	3
Rarely	4
Very Rarely	5

In self concept inventory the two aspects of the self concept were scored separately and the summation of these scores was taken as total self concept.

2. ACHIEVEMENT MOTIVATION SCALE:

Achievement Motivation a standardized scale of Pratibha Deo and Asha Mohan was used by the investigator for the assessment of Achievement Motivation of secondary school students. Scale has total of 50 items with 37 positive and 13 negative items.

ADMINISTRATION OF THE SCALE:

Achievement Motivation scale can be used individually as well as in groups. Firstly response sheets are distributed and subjects are asked to write all the particulars i.e. name, school, residence etc. after that scale booklets are given to each subject. Before filling the answers subjects are asked to go through the instructions clearly and if any queries should be clarified and explained properly. As there is no time limit but they are expected to work fast and give honest response to each item in the scale. After finishing to fill the response sheets, the response sheets along with test booklets are collected. This completes the administration.

Scoring:

For Achievement Motivation scale two stencil keys are used, one for positive items and another for negative items as:

1. Scoring for Positive items:

Always	4
Frequently	3
sometimes	2
Rarely	1
Never	0

2. Scoring for Negative items:

Always	0
Frequently	1
sometimes	2
Rarely	3
Never	4

Total score is the summation of positive and negative item scores.

3. EYSENCK'S MAUDSLEY PERSONALITY INVENTORY (M.P.I.):

This inventory was prepared by S. Jalota and S. D.Kapoor. Maudsley Personality Inventory is a standard. This inventory has two types of scales one short form consisting of 12 items and another long consisting of 48 items. Answers for each item are marked by making a tick mark at the end of each question in the given boxes. MPI is designed to measure the introversion-extroversion and neuroticism-stability dimensions of personality. This inventory can be used for normal as well as abnormal adults.

ADMINISTRATION OF THE INVENTORY:

Long scale for measuring the two dimensions of the personality was used by the investigator. Although there is no time limit for completing the test but long scale can take about 15 to 20 minutes.

Scoring: Scoring for MPI is done directly from the test booklets.

4. ACADEMIC ACHIEVEMENT

The marks were collected from the respective institutions chosen for the study as an indication of Academic Achievement. In order to collect data on academic success, the investigator had to wait until the final examination, of the students under study, was completed by the state board of school education. The institutions were contacted for the passing grades of the students in the sample.

Academic Achievement was chosen as the primary variable in this research. It is a dependent variable that is investigated in relation to independent variables such as self concept, Achievement Motivation and personality traits of secondary school students.

1.10.0 PROCEDURE OF DATA COLLECTION

The most important and hectic work during research is the collection of data. For the present study researcher visited personally institutions keeping in view the demands of the problem selected that all the tests need to be administered on the same individual. If one test is administered on a subject, it becomes essential to administer rest of the tests on the same.

For the collection of data researcher sought permission from the supervisor and heads of the selected institutions. Researcher explained to the children the purpose of administering these tests. These tests, it was emphasised, are intended for research purposes and have no bearing on their examination. They were told that there are no right or wrong answers. As a result, they may feel free to write their responses. It was made clear that the information acquired would be kept confidential and utilised solely for research purposes. Then the relevant instructions for the tests were read aloud and clearly. Researcher administered the tools and the data was collected with respect to variables, Self Concept, Achievement Motivation and Personality Traits. Their answer sheets were gathered, and scoring was carried out strictly according to the instructions in the manuals. In order to collect data on Academic Achievement, the investigator had to wait until the final examination, of the students under study, was completed by the state board of school education.

1.11.0 DATA ANALYSIS TECHNIQUES

1. To study the effect of Self-Concept, Locality and their interaction on the Academic Achievement of secondary school students Two-Way (2x4 Factorial Design) ANOVA was used
2. To study the effect of Self-Concept, gender and their interaction on the Academic Achievement of secondary school students Two-Way ANOVA (2x4 Factorial Design) was used
3. To study the effect of Self-Concept, type of school and their interaction on the Academic Achievement of secondary school students Two-Way (2x4 Factorial Design) ANOVA was used.
4. To study the effect of Achievement Motivation, Locality and their interaction on the Academic Achievement of secondary school students Two-Way (2x5 Factorial Design) ANOVA was used.
5. To study the effect of Achievement Motivation, gender and their interaction on the Academic Achievement of secondary school students Two-Way ANOVA was used (2x4 Factorial Design ANOVA).
6. To study the effect of Achievement Motivation, type of school and their interaction on the Academic Achievement of secondary school students Two-Way ANOVA was used (2x4 Factorial Design ANOVA).
7. To study the effect of personality traits, Locality and their interaction on the Academic Achievement of secondary school students Two-Way (2x3 Factorial Design) ANOVA was used.
8. To study the effect of personality traits, gender and their interaction on the Academic Achievement of secondary school students Two-Way (2x3 Factorial Design) ANOVA was used.
9. To study the effect of personality traits, type of school and their interaction on the Academic Achievement of secondary school students Two-Way (2x3 Factorial Design) ANOVA was used

10. To study the influence of Locality, Gender, Type of School and their interaction on the self concept of secondary school students Three-Way (2x2x2 Factorial Design)ANOVA was used
11. To study the influence of Locality, Gender, Type of School and their interaction on the Achievement Motivation of secondary school students Three-Way (2x2x2 Factorial Design) ANOVA was used
12. To study the influence of Locality, Gender, Type of School and their interaction on the Introversion/Extraversion personality trait of secondary school students Three-Way (2x2x2 Factorial Design) ANOVA was used
13. To study the influence of Locality, Gender, Type of School and their interaction on the Neurotic personality trait of secondary school students Three-Way (2x2x2 Factorial Design) ANOVA was used

1.12.0 FINDINGS

The findings of the present study are given objective wise as follows:-

1. To study the effect of Self-Concept, Locality and their interaction on the Academic Achievement of secondary school students.
 - Locality of schools was found to have a significant influence on the Academic Achievement of secondary school students.
 - Urban secondary school students were found to have higher Academic Achievement than rural secondary school students.
 - Self concept was found to have no significant effect on the on the Academic Achievement of secondary school students.
 - There was no significant effect of interaction between Locality and self- concept on the Academic Achievement of secondary school students.
2. To study the effect of Self-Concept gender and their interaction on the Academic Achievement of secondary school students.

- There was a significant influence of Gender on the Academic Achievement of secondary school students.
 - The female secondary school students were found to have higher Academic Achievement than male secondary school students.
 - Self Concept was found to have a significant influence on the Academic Achievement of Secondary School students. Students with high Self Concept had significantly higher Academic Achievement than students with average and below average self concept.
 - There was no significant effect of interaction between Gender and self- concept on the Academic Achievement of secondary school students.
3. To study the effect of Self-Concept, type of school and their interaction on the Academic Achievement of secondary school students.
- Type of school was found to have a significant influence on the Academic Achievement of secondary school students.
 - The private secondary school students were found to have significantly higher Academic Achievement than the students from the government secondary schools.
 - Self concept was found to have no significant effect on the on the Academic Achievement of secondary school students.
 - There was no significant effect of interaction between Type of school and self concept on the Academic Achievement of secondary school students.
4. To study the effect of Achievement Motivation, Locality and their interaction on the Academic Achievement of secondary school students.
- There was no significant influence of Locality on the Academic Achievement of secondary school students.

- There was a significant influence of Achievement Motivation on the Academic Achievement of secondary school students. Students with high Achievement Motivation found to have high Academic Achievement than students with Average, Below Average and Low Achievement Motivation.
 - There was no significant interaction effect between Locality and Achievement Motivation on the Academic Achievement of secondary school students.
5. To study the effect of Achievement Motivation, gender and their interaction on the Academic Achievement of secondary school students.
- There was a significant influence of Gender on the Academic Achievement of secondary school students. Female secondary school students were found to have significantly higher Academic Achievement than Male secondary school students.
 - There was no significant influence of interaction between Gender and Achievement Motivation on the Academic Achievement of secondary school students.
6. To study the effect of Achievement Motivation, type of school and their interaction on the Academic Achievement of secondary school students.
- Type of school was found to have a significant influence on the Academic Achievement of secondary school students.
 - Achievement Motivation was found to have a significant influence on the Academic Achievement of secondary school students.
 - There was no significant interaction effect between Type of School and Achievement Motivation on the Academic Achievement of secondary school students.
7. To study the effect of personality traits, Locality and their interaction on the Academic Achievement of secondary school students.

- There was no significant influence of Extraversion personality trait on the Academic Achievement of secondary school students.
 - There was no significant interaction effect between Locality and Extraversion personality trait on the Academic Achievement of secondary school students.
 - Locality of schools was found to have a significant influence on the Academic Achievement of secondary school students.
 - There was no significant influence of Neurotic personality trait on the Academic Achievement of secondary school students.
 - There was no significant interaction effect between Locality and Neurotic personality trait on the Academic Achievement of secondary school students.
- 8.** To study the effect of personality traits, gender and their interaction on the Academic Achievement of secondary school students.
- There was no significant influence of Extraversion personality trait on the Academic Achievement of secondary school students.
 - There was no significant interaction effect between Gender and Extraversion personality trait on the Academic Achievement of secondary school students.
 - Gender was found to have a significant influence on the Academic Achievement of secondary school students.
 - There was no significant influence of Neurotic personality trait on the Academic Achievement of secondary school students.
 - There was no significant influence of interaction between Gender and Neurotic personality trait on the Academic Achievement of secondary school students.
- 9.** To study the effect of personality traits, type of school and their interaction on the Academic Achievement of secondary school students.

- There was no significant influence of Extraversion personality trait on the Academic Achievement of secondary school students.
- There was no significant influence of interaction between Type of school and Extraversion personality trait on the Academic Achievement of secondary school students.
- Type of School was found to have a significant influence on the Academic Achievement of secondary school students.
- There was no significant influence of Neurotic personality trait on the Academic Achievement of secondary school students.
- There was no significant interaction effect between Type of school and Neurotic personality trait on the Academic Achievement of secondary school students.

10. To study the influence of Locality, Gender, Type of School and their interaction on the self concept of secondary school students.

- There was no significant influence of Locality on the Self Concept of secondary school students. It may, therefore be said that Rural and Urban secondary school students were found to have Self Concept of the same extent.
- Gender was found to have a significant influence on the Self Concept of secondary school students. Male secondary school students were found to have higher Self Concept than Female secondary school students.
- There was no significant influence of Type of School on the Self Concept of secondary school students. Therefore it can be said that private and government secondary school students have a self concept of the same extent.
- Interaction between Gender and Locality does not show any significant difference in the self concept. It indicates that the of Self

Concept of Male and Female students belonging to rural and urban areas did not differ significantly.

- There was no significant influence of interaction between Gender and Type of School on the self concept. It may, therefore be said that Self Concept of Male and Female students of Government and private schools does not differ significantly.
- There was a significant influence of Interaction between Locality and Type of School on the self concept. Private secondary schools from urban area had high Self concept than Government rural and urban and private rural secondary school students. Further it was found that amongst rural students Government school students had higher Self concept than private school students. And private school students from urban had higher self concept than Government school students.
- There was a significant influence of interaction among Locality, Gender and Type of School on the self concept. Female students from Government schools of rural area were found to have significantly higher Self concept than Female students of Private schools and males of both private and government schools.
- Male students from private schools were found to have significantly higher Self concept than government Male and private Female secondary school students.
- There was a significant difference in the Self concept of Government male and Female students. Female students were found to have higher self concept than male students.
- Students from Urban schools had a self concept of the same extent. Irrespective of type of school male students have higher self concept than female secondary school students.

11. To study the influence of Locality, Gender, Type of School and their interaction on the Achievement Motivation of secondary school students.

- There was no significant influence of Gender on the Achievement Motivation. Therefore it may be said that Male and Female secondary school students have achievement motivation of the same extent.
- There was a significant influence of Locality on the Achievement Motivation. Achievement Motivation of Urban students was found to be significantly higher than the Rural secondary school students.
- Type of school had a significant influence on the Achievement Motivation of secondary school students. Private secondary school students had a significantly higher Achievement Motivation than Government secondary school students.
- There was no significant influence of interaction between Gender and Locality on the Achievement Motivation. It indicates that the of Achievement Motivation of Male and Female students belonging to rural and urban areas did not differ significantly.
- There was a significant influence of Gender and Type of school on the Achievement Motivation.
- Female students from private schools were found to have significantly higher achievement motivation than private Male and Government Male and Female secondary school students.
- Male students from Government schools were found to have significantly higher achievement motivation than private Male and Government Female secondary school students.

- Rural female government school students had significantly higher Achievement Motivation than government male and female and private male secondary school students.
- Government and private rural secondary school students have the achievement motivation of the same extent.
- Urban female private secondary school students had significantly higher Achievement Motivation than Female and male government and female private urban secondary school students.
- Government Urban Male secondary school students had significantly higher achievement motivation than government female and private male secondary school students.

12. To study the influence of Locality, Gender, Type of School and their interaction on the Introversion/Extraversion personality trait of secondary school students.

- There was no significant Influence of Locality, Gender, Type of School and their various interactions on the Introversion/Extraversion personality trait of secondary School students. It indicates that Rural and Urban, Male and Female and Government and Private Secondary School Students possess this trait of personality to the same extent.

13. To study the influence of Locality, Gender, Type of School and their interaction on the Neurotic personality trait of secondary school students.

- There was no significant influence of Locality, Gender, Type of School and their various interactions on the Neurotic personality trait of secondary School students. It indicates that Rural and Urban, Male and Female and Government and Private Secondary School Students possess this trait of personality to the same extent.

1.15.0 CONCLUSION

The present study entitled, “A Study of Self Concept, Achievement Motivation and Personality Traits of Secondary School students in relation to their Academic Achievement”. Researcher found that self concept and achievement motivation had a significant influence on the Academic Achievement of Secondary school students. There is a significant influence of Locality on the Academic Achievement. Male students from urban area were found to higher Academic Achievement. There was a significant influence of interaction between locality and type of school. Private secondary school students had higher Self concept hence higher Academic Achievement. Rural female government school students had higher Achievement Motivation and were academically strong than rural government male and private male and female students. Personality traits were found to have no significant influence on the Academic Achievement of secondary school students.

1.16.0 EDUCATIONAL IMPLICATIONS

From the present research findings, it was found that Self-Concept, Locality, Type of School and Achievement Motivation have a significant influence on the Academic Achievement of Secondary school students. Students from urban areas were found to have high Self Concept and Achievement Motivation and are academically strong than rural students. Private school students were found to have high academic achievement than rural students and rural female students were found to have higher academic achievement than rural government Male and private rural male and female students.

FOR TEACHERS

High positive self concept and high Achievement motivation can have a significant role in the area of the students. Hence Teacher can play an important role in developing a positive self concept in the child as self concept is the

essential attribute for learning. Teachers can play a constructive role which nurtures the capacities, attitudes and interests etc. of the child. Teachers should have a welcoming attitude that can facilitate the self concept among the students. Students should be encouraged to develop their self image and all this is possible when teachers themselves have high self concept and are well aware about the psychology of the child. Teacher's involvement in psycho-educational guidance may help to improve academic achievement performance of the secondary school students. high achievement leads to high academic success. Teacher being a friend, philosopher and guide will definitely leave a positive impact in motivating the students. Forming of self-concept of the students is an important responsibility of the teacher as well as other professionals in the institutions. So teacher training programme must include pupil's personal and social competence.

FOR PARENTS:

Parents should create a congenial atmosphere in which children can express their feelings. Child should be given the opportunity of independence that may develop positive self concept and thus motivate the child. No restrictions on the part of parents be imposed rather child should be encouraged to participate in games, interact with friends in the neighborhood and this will inculcate the feeling of security, trust, self acceptance thereby help in nurturing their self concept and will motivate the child for the future endeavors of life.

FOR ADMINISTRATORS/PRINCIPALS

The findings of the study have important implications for the administrators. Measures should be taken to open counseling cells in institutions and efficient man power to provide counseling. Teachers should be imparted training to develop self concept and to have high achievement of wards to enable higher academic achievement. Symposiums, debates, discussions etc, should be organized for the active participation of students. Parent-teacher meets at regular intervals will help teachers to develop rapport and the progress thereby.

POLICY MAKERS/PLANNERS:

The disparity gap that urban students are academically high achievers should be filled by taking best possible measures. Current study has a direct implication for filling the rural/urban disparity for Academic achievement. A statistical Normalization mechanism can be evolved by the policy makers/educationists to compare the Academic Achievement of Rural and Urban students. female students as if they are performing well should be encouraged to lead from the front. Curriculum should be framed in such a way that may full fill the common needs of the students thereby arouse their interest and motivate them to cope up with the difficulties of life.

1.17.0 SUGGESTIONS FOR FURTHER RESEARCH

1. The present study was conducted on secondary school students only, similar study may be conducted on college students.
2. A cross-sectional study may be conducted on Self Concept, Achievement Motivation and Personality Traits.
3. The present study was conducted on normal students, same can be conducted with special students.
4. Independent variables like learning style, study habits, other than self concept and personality traits can be used.
5. Correlation of Academic Achievement with respect to study habits, personality and other independent variables with tribal settings can be taken.