

Impact of Self-Concept and Achievement Motivation on Academic Achievements of MBA Students : An Empirical Analysis

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Abstract

The present investigation is the study of achievement motivation and self concept in relation to academic achievement of management students. The following are the nature of the variables studied. First, achievement motivation is the basis of achievement motive that is a motive to achieve. Second, self concept is the subjective perception of one's self. Self concept is a multi-dimensional construct that refers to an individual's perception of the self in relation to any number of characteristics such as academics, gender roles, sexuality, racial identity, personality, skills, abilities, occupations and hobbies, physical, psycho-social, and emotional characteristics. Third, academic achievement or performance is the outcome of education — the extent to which a student has achieved his/her educational goals. Academic achievement is commonly measured by examinations or continuous assessment. In educational institutions, academic achievement is measured by academic performance or how well a student meets the standards set out by the university and the concerned council. The study was conducted to identify whether there is any strong relationship among the two variables - Self-Concept and Achievement Motivation, and how these two variables impacted the performance of the students. In addition, these two variables were compared among the sample respondents (male and female students) to analyze how male and female students differed from each other with respect to the said two variables.

Keywords: achievement motivation, self concept, academic achievements, thinking power, social living

JEL Classification : I20, I23, Z00

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Management as a field has developed and has grown by leaps and bounds from a nearly insignificant topic in the previous centuries, to one of the integral ones of our age and economy. Management has evolved into a powerful and innovative force on which our society depends for material support and national well-being. The behavioral approach in management took the limelight towards psychology, and gave birth to a new discipline - organizational psychology. This approach is an enhanced and more developed version of the human relations approach to management. Maslow (1954), Lewin (1953), and Argyris and Schon (1996) are some of the foremost behavioural scientists who made significant contributions to the development of the behavioural approach to management. Behavioural scientists consider organizations as groups of individuals with objectives. They have conducted extensive studies of human groups, both large and small. They have studied the problems relating to groups, processes, group cohesiveness, and so on. In India, many of the managers who are working in organizations are from B-Schools and other universities located in rural areas, which offer management courses in various streams. The study hopes to identify the psychological key performance indicators which enables or leverages students' achievement rate.

Review of Literature

↳ **Self - Concept :** Self-Concept is what we think about and how we evaluate ourselves, which includes physical, moral, personal, family, and social situational dimensions. Thus, self-concept (also called self-construction or self-perspective) is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and non-academics), gender roles and sexuality, racial identity, and many others. The psychologists who paved the way for this concept were Rogers (1959), Maslow (1954), and

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Bandura and Schunk (1981). Rogers (1959) had an idea that everyone is seeking out a positive self-concept. He said that everyone is trying to get from their real self to their ideal self, and the closer someone is to that ideal self, the happier that person will be.

Self-concept is a set of perceptions or reference points that the subject has about himself that is a set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subject knows to be descriptive of himself and which he perceives and has data concerning his identity (Hamacheck 1971). In order to reach a common definition of self-concept, it was opted to take a theoretical model and definition as proposed by Shavelson, Hubner, and Stanton (1976). According to the researchers, self-concept is the perception that one has about himself formed from experiences and relationships with the environment where significant people play an important role.

✍ **Achievement Motivation :** Achievement motivation is individuals' ego involvement such that the individual desires to make a good impression on others by positive accomplishments (Munn, 1966). Achievement motivation is a relatively new concept in the world of motivation. It owes its birth to USA, and is basically a product of a system that is based on capitalism. The word motive is derived from the Latin word '*Movere*, 'meaning, "to move". The basis of achievement motivation is the achievement motive that is a motive to achieve. Achievement was initially recognized as an important source of human motivation by the American psychologist Henry Murray in the late 1930s. Although Murray identified achievement motivation as important to the behavior of many people, it was the American psychologists David McClelland and Atkinson and Raynor (1974) who devised a way of measuring differences in achievement motivation.

This led to research and to the development of the achievement motivation theory. The need for achievement has led many researchers to investigate why and what makes people do and achieve different things. Many wanted to explain the factors involved in high and low achieving personalities. What emerged was not one theory or condition or behaviour, but that achievement motivation is best represented as a multidimensional construct (Ziegler, Schmukle, Egloff, & Buhner, 2010). In broad terms, achievement motivation represents an important construct in understanding an individual's motivation to work hard on tasks, provide creative solutions to problems, assess risks, and control uncertainty (Ziegler et al., 2010).

Achievement, is an important determinant of aspiration, effort, and persistence, when an individual expects that his performance will be evaluated in relation to some standard of excellence. The goal of achievement-oriented activity is to succeed, to perform well in relation to a standard of excellence, or in comparison with other competitors (McClelland, 1961b). The topic is obviously of practical importance in education and industry. It is related to traditional sociological interest in the determinants of mobility; and through McClelland's (1961a) study of its relationship to entrepreneurial activity, it has become a matter of considerable interest to economists, historians, organizational and managerial studies, and others concerned with economic development.

The concept of achievement motivation has had its antecedents in earlier psychological studies conducted under a variety of different rubrics, particularly "success and failure" (Sears 1942), "ego-involvement" (Allport, 1943), and "level of aspiration" (Lewin, 1936). McClelland and his co-workers combined the traditional clinical assumption that human motives are freely expressed in imagination with procedures developed within experimental psychology for manipulation of strength of motivation. The motivational state of an individual can be diagnosed by means of content analysis of his fantasy or imaginative behavior (Atkinson, 1958) as revealed, for example, in the thematic apperception test (TAT).

Research Methodology

In the present study, the normative survey method has been used. This type of research usually describes and interprets what exists at present. This is concerned with conditions or relationships that exist, processes that are going on, effects that are being felt, or trends that are developing. Since the purpose of this study is to find out, describe, and interpret the levels and relationship of self-concept, achievement motivation, mental efficiency, and academic achievement of MBA students, this is an explanatory cum descriptive research, which uses the normative survey method.

⇒ **Sample :** There are seven MBA Colleges in Puttur educational region in Chittoor District, Andhra Pradesh. Four out of seven colleges were selected using a simple lottery method. The students studying in MBA course 2nd semester during the academic year 2011-2012 were considered as the respondents for the study. The data was collected during the month of March 2011. The total sample of the students from four MBA colleges was 206 respondents, out of which, 130 were male MBA students and the remaining 76 were female MBA students.

⇒ **Sources of Data :** The data required for the research was collected directly from the respondents who were the students of the four aforementioned MBA colleges. The students selected for the study were assembled in groups of 20 and were given standardized structured questionnaires to measure achievement motivation and self - concept with a bio-data sheet for recording personal information such as name, gender, name of the college, and so forth. Marks secured by the students in the 2nd semester end exam conducted by the university in the month of April 2011 were recorded to ascertain the academic achievement of the students.

⇒ **Tools of Data Collection**

A) Deo-Mohan Achievement Motivation (n-Ach) Scale : To study the achievement motivation, the 'Deo Mohan Achievement Motivation (n-Ach) Scale' was adopted. Achievement motivation, as the acquired tendency and one of the most important social needs, has been defined by McClelland, Atkinson, Clark, and Lowell (1953), and also by DeCharms (1964) as a disposition to strive for success in competition with others or with some standard of excellence set by the individual. These criteria were defined by McClelland et al. (1953). The items or statements in the inventory had the following characteristics :

- 1) The selected items/statements carried an imagery of achievement.
- 2) It was related to the respondents' achievement experiences based on the situations known to them.
- 3) The statements were comprehensible to the respondents.
- 4) The language of the items was framed in such a way that the respondents could immediately identify with the situation expressed in the item.

⇒ **Reliability of the Scale:** The coefficient of reliability of the present scale, established by test-retest method, was 0.91 and is high and very satisfactory. Thus, the scale was found to be quite reliable for use.

⇒ **Validity of the Scale:** The coefficient of correlation between the scale and the projective test was observed to be 0.75, which speaks for the validity of the scale. The present scale of achievement motivation is sufficiently valid for measuring the achievement motivation.

B) Self- Concept Questionnaire (SCQ) : To examine the construct of self-concept, "The Self-Concept Questionnaire" of Saraswat (1984) was used. There are several terms that are virtually synonyms with self-concept. Popular among them are, "self image," the "ego," "self understanding," "self perception," and "phenomenal self". Rogers (1959) defined self-concept as an organized configuration of perceptions of the self which are admissible to awareness. Self - concept is composed of such elements such as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities perceived as associated with experiences and objects, and the goals and ideals perceived as having positive or negative valance. Saraswat and Gauri (1981) described self-concept as the individual's view of looking at himself. It also signifies his/her way of thinking, feeling, and behaving. For deep penetration into the respondents' perceptions, their physical, social, temperamental, educational, moral, and intellectual spheres of self-concept need to be explored. As such, an attempt has been made in the present study for eliciting information regarding the respondents' perceptions and characteristics related to their own selves.

⇒ **Reliability:** The reliability of the inventory was found by the test-retest method, and it was found to be 0.91 for the total self-concept measure. Reliability coefficients of its various dimensions varied from .67 to .88.

⇒ **Validity:** Experts' opinions were obtained to establish the content and construct validity of the inventory.

➤ **Academic Achievement :** The management program consists of a number of courses and each course is a paper of the program. A course may involve lectures, tutorials, lab work, seminars, case studies, group discussions, role playing, projects, and practical training. The course length is usually 15 lecture weeks. An academic year is constituted into two semesters. Odd semesters are conducted from August to December, with fifteen lecture weeks. Even semesters are conducted from January to April, these are also of fifteen lecture weeks. The data was collected in the month of March 2011 (in the even semester), and the university marks of the students were collected in the month of July 2011. In the MBA course, there are four semester-end examinations spread over two academic years. Each course carries a maximum of 100 marks including 30 marks for sessionals. Duration of the semester-end examination is 3 hours for each paper of 70 marks and two hours for each paper of 30 marks. The sessional marks are assigned on the basis of tests, quizzes, seminars, carry home assignments, and so forth.

➤ **Data Collection :** The abovementioned tools for data collection were administered in groups of 20-25 respondents at a time. They were supplied with the booklets and answer sheets of the tools followed by proper instructions. Though there was no time limit, the subjects were asked to work fast and give their honest responses. In addition, the respondents were asked to record those responses (for each item) which came to their mind first after readings the questions. Every item was to be answered by every subject. After the subjects finished recording their responses, the test booklets were collected along with the answer sheets.

➤ **Data Analysis :** The collected data were coded according to the answer keys and the scores of each item of each tool of each respondent were subtracted and summated according to the requirements. The scores were then transferred to the master sheet in the computer. Then, the summated scores were tabulated and edited for appropriate statistical treatment. The entire process of data analyses and interpretation was organized on the basis of the objectives and hypotheses framed for the present study.

➤ **Statistical Techniques :** To draw inferences and conclusions, the usual descriptive statistics, measures of central tendencies, measures of variability, kurtosis and skewness were calculated. To find out the significant differences between means at 0.05 level, *t*-test for equality of means was applied. Bar diagrams, frequency polygons, and pie diagrams were also drawn to highlight the statistics wherever necessary.

Analysis and Discussion

The Analysis and Discussion section was organized by finding an answer to the research questions framed by using appropriate statistical techniques and based on the results, the given hypotheses were accepted or rejected.

➤ **Academic Achievements: What is the nature of academic achievements in case of management students?**

To find an answer to the abovementioned question with respect to the nature of academic achievements of 206 management students - 'academic achievements,' which were denoted by the total percentage of marks scored in their II semester MBA examinations were subjected to descriptive statistical analysis such as mean, median, standard deviation, skewness and kurtosis, and the results are depicted in the Table 1.

From the Table 1, it can be seen that the mean value of 74.921 is more or less equal to the median value of 75.05. It shows that the frequency distribution is more or less equal to the normal distribution as skewness value is very low, that is, -0.095. These observations are depicted in the Figure 1 as well. The calculated value of skewness of -0.095 of

Table 1. Mean, Median, SD, Skewness and Kurtosis of Total Sample of 206 Management Students w.r.t Academic Achievement

Sl.No.	Statistics	Value
1	Mean	74.921
2	Median	75.05
3	Standard Deviation	5.753
4	Skewness	-0.095
5	Kurtosis	-0.398

Source: Primary data

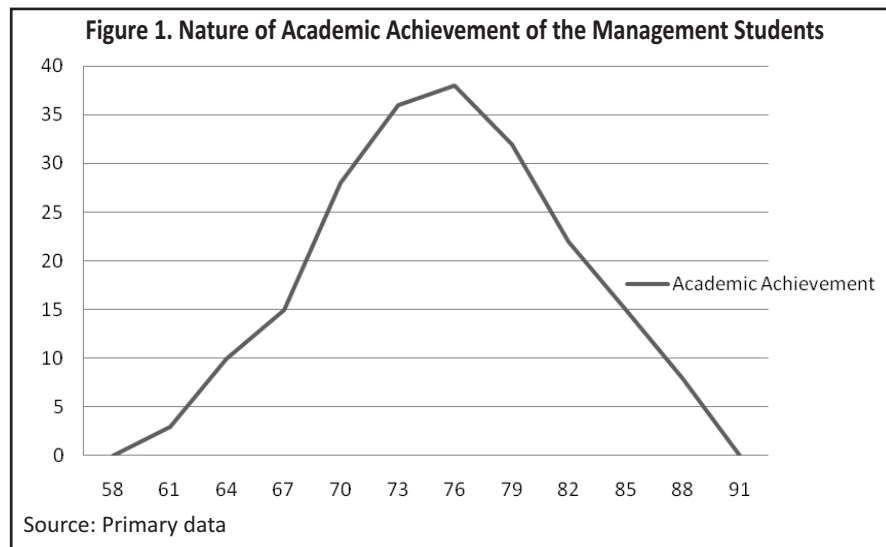


Table 2. Means and *SD* of Male and Female Management Students on Academic Achievements and *t*-value

Sl.No.	Groups	<i>N</i>	Mean	<i>SD</i>	<i>t</i> -value
1	Men	130	74.94	6.56	0.481 @
2	Women	76	74.53	5.48	

Note: *t* - value is not significant at 0.05 level.

Source: Primary data

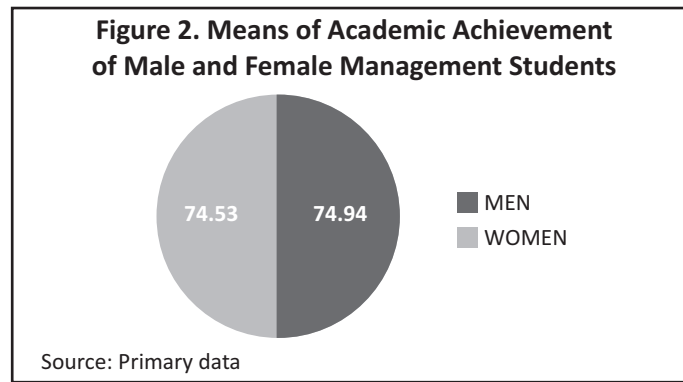
the sample indicates that the sample distribution of academic achievements of management students is slightly negatively skewed from the normal distribution. It can be said that the academic achievements of the management students are more or less normally distributed. The calculated value of kurtosis is -0.398, which denotes that the sample distribution is mesokurtic in nature, which implies that the scores related to academic achievements of the management students are evenly distributed around the mean (74.92) and the median (75.05). The kurtosis indicates that most of the students are distributed normally on the *X*-axis. The above description is clearly depicted in the Figure 1. Hence, the hypothesis that the distribution of academic achievements of management students is symmetrical and normal in nature is accepted, as the distribution of the obtained scores of academic achievements of management students is not skewed and is symmetrical in nature.

🔗 **Academic Achievements – Male and Female Students : Do male and female management students differ in their academic achievements?**

To find out the whether the male and female management students differed in their academic achievements, the means, *SD*, and *t*-test for significant differences between the means were calculated, and the results are presented in the Table 2. From the Table 2, it can be seen that the *t* - value of 0.481 is not significant at the 0.05 level, which indicates that the mean value of (74.94) of male students did not differ significantly from the mean value of (74.53) the female students with reference to academic achievements. Hence, it can be concluded that the academic achievements of male and female students were similar to each other. These observations are presented diagrammatically in the Figure 2. It is observed that the academic achievements of the male and female management students were similar to each other. Hence, the hypothesis that there are not any significant differences between male and female management students with reference to their academic achievements is accepted.

🔗 **Self-Concept: What is the nature of self concept among the management students?**

To find out the nature of self-concept of 206 management students, the scores were subjected to descriptive statistical analysis such as mean, median, standard deviation, skewness and kurtosis, and the results are depicted in the Table 3.

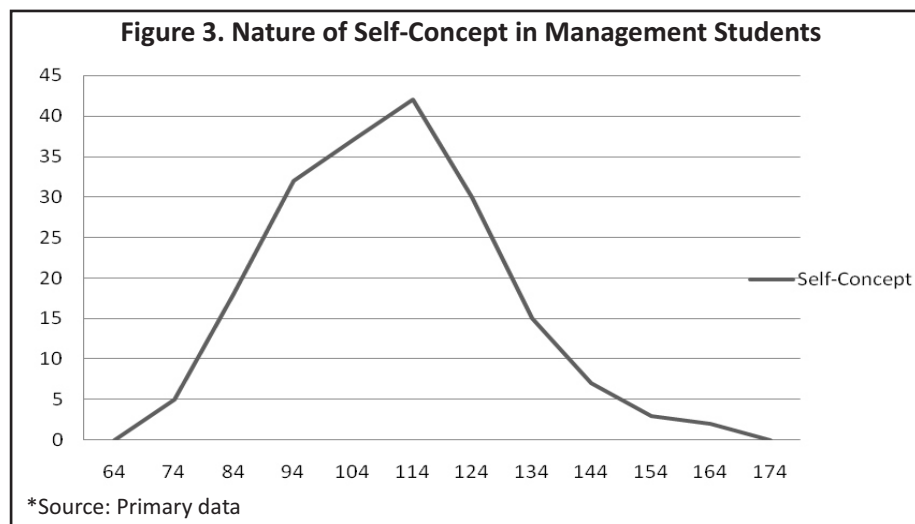


From the Table 3, it can be ascertained that the mean value of 110.606 is more than the median value of 108.00. It shows there is a concentration of scores on the left-side of the *X*- Axis as seen in the Figure 3. The calculated value of skewness of 1.719 of the sample indicates that the sample distribution is positively skewed from the normal distribution, which indicates that the construct of self-concept among management students was low. The calculated value of kurtosis is 0.799, which denotes that the sample distribution is leptokurtic in nature, which implies that the scores of self-concept of the surveyed management students are slightly high around the mean. The kurtosis indicates that most of the students were centered around or were concentrated/ grouped around the mean value. This description is clearly depicted in the Figure 4. Hence, the hypothesis - the distribution of self-concept of management students is symmetrical and normal in nature - is not accepted as the distribution of the obtained scores of self-concept of management students is skewed or is asymmetrical in nature.

Table 3. Mean, Median, *SD*, Skewness and Kurtosis of the Total Sample on Self-Concept

Sl.No.	Statistics	Value
1	Mean	110.606
2	Median	108.00
3	<i>SD</i>	18.25
4	Skewness	1.719
5	Kurtosis	7.996

Source: Primary data



➤ **Self-Concept Among Male and Female Management Students : Do male and female management students differ with respect to their construct of self concept?**

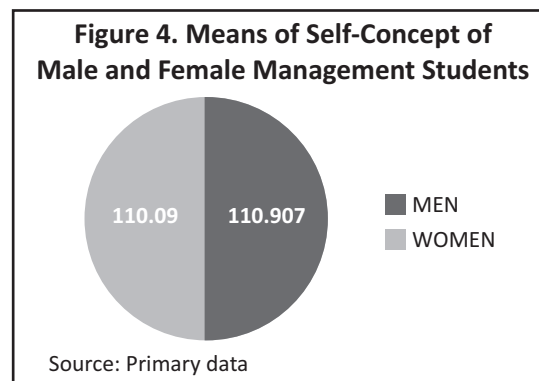
To find out the whether the male and female management students differed with respect to their construct of self-concept, the means and *SD* were calculated, and the *t* -test for significant difference between means was calculated and the same is presented in the Table 4. From the Table 4, it is evident that the *t* - value of 0.007 is not significant at the 0.05 level, which indicates that the mean value of 110.907 for the male students did not differ significantly from the mean value of 110.090 for the female students with reference to self-concept. It was observed that the male and female management students did not differ in their construct of self-concept. This observation is presented in the Figure 4 (pie diagram). Hence, the hypothesis - there is no significant difference between male and female management students with reference to self concept - is accepted.

Table 4. Means and *SD* of Male and Female Management Students on Self-Concept and *t* -value

Sl.No.	Groups	<i>N</i>	Mean	<i>SD</i>	<i>t</i> -value
1	Men	130	110.907	19.5	0.007 @
2	Women	76	110.090	15.73	

Note: @ *t*-value is not significant at 0.05 level.

Source: Primary data



➤ **Self-Concept vs Academic Achievement : Do management students with different levels of self-concept differ in their academic achievements?**

To find an answer to the posed question - whether the management students with different levels of self-concept differed in their academic achievements, the students were divided into three groups based on the mean value of 110.606 and *SD* of 18.25 for self-concept.

- 1) The responses of the management students falling below the value of mean minus one *SD*, that is, $110.606 - 18.25 =$ value below 92 on the self-concept scale were grouped as students with low level of self-concept.
- 2) The management students falling between the value of mean plus/minus one *SD*, that is, $110.606 \pm 18.25 =$ value between 93 and 128 on the self-concept scale were grouped as students with moderate level of self-concept.
- 3) The management students falling above the value of mean plus one *SD*, that is, $110.606 + 18.25 =$ value above 129 on the self-concept scale were grouped as students with a high level of self-concept.

Academic achievement, which is denoted by the total percentage of marks scored by the students in their II semester MBA examinations (of these three groups) were subjected to calculation of mean and *SD*, and the *t* -test value between two means of any two groups were analyzed and were subjected to discussion. The calculated values are presented in the Table 5.

Table 5. Means and SD of Academic Achievement of Three Groups of Management Students on the Self-Concept scale and *t*-value

Sl.No.	Groups	N	Mean	SD	t - value
1	Low Self-Concept	24	72.791	6.171	Between low and moderate = 1.586@
2	Moderate Self-Concept	156	74.703	6.022	Between moderate and high = 1.635@
3	High Self-Concept	26	77.038	6.520	Between low and high = 2.367*

Note: @ *t* - value not significant at 0.05 level

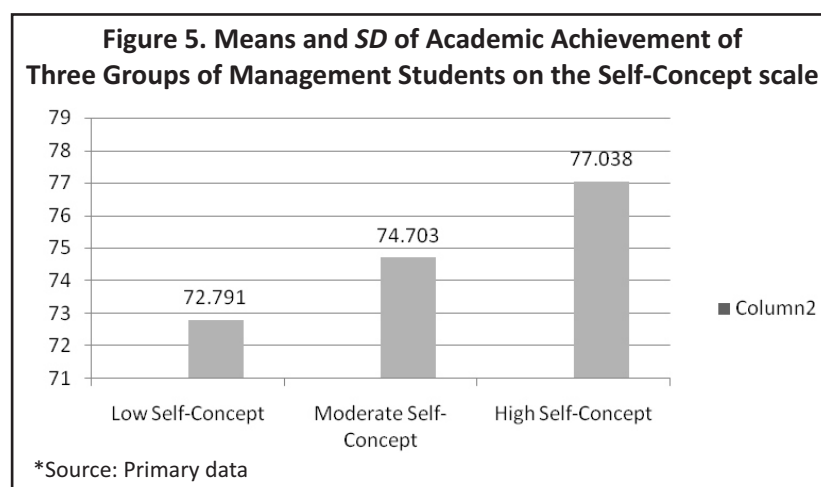
Source: Primary data

From the Table 5, it is seen that the *t* -value of 1.586 is not significant at the 0.05 level, which indicates that the mean value of 72.791 of the students with low level of self-concept did not differ significantly from the mean value of 74.703 of the students with moderate level of self-concept with reference to their academic achievements. It could be concluded that the students with low level of self-concept and the ones with moderate level of self-concept were one and the same in their academic achievements. It is also seen from the same Table 5 that the *t* -value of 1.635 is also not significant at the 0.05 level, which indicates that the mean value of 74.703 of students with moderate level of self-concept did not differ significantly from the mean value of 77.038 of students with a high level of self-concept in their academic achievements. It could be concluded that the students with a moderate level of self-concept and the ones with a high level of self-concept were one and the same in their academic achievements. From the Table 5, it can be inferred that the *t* -value of 2.367 is significant at the 0.05 level, which indicates that the higher mean value of 77.038 of students with high level of self-concept differed significantly from the lower mean value of 72.791 of students with low level of self-concept in their academic achievements. Hence, it can be concluded that the students with low level of self-concept and the ones with a high level of self-concept differed significantly in their academic achievements. It can be inferred from the Figure 5 that the students with a high level of self-concept were significantly better than the students with a low level of self-concept with reference to academic achievements.

Hence, the hypothesis - management students with different levels of self-concept do not differ significantly in their academic achievements - is not accepted.

Is there any association between self-concept and academic achievements of the management students?

To find an answer to this question, the coefficient of correlation was calculated between academic achievement and self-concept of the management students, and it was found to be +0.147. The positive correlation coefficient is significant at the 0.05 level. It indicates that the higher is the level of self-concept in the management students, the higher are the academic achievements, and vice versa. Hence the hypothesis - there is no significant correlation coefficient between self-concept and academic achievements of management students - is not accepted.



➤ Achievement Motivation: What is the nature of achievement motivation in management students?

To find out the nature of achievement motivation of 206 management students, the scores were subjected to descriptive statistical analysis such as mean, median, mode, standard deviation, skewness and kurtosis, and the results are depicted in the Table 6. From the Table 6, it can be seen that the mean value of 85.524 is less than the median value of 87.50. This shows that there is a concentration of scores on the right-side of the X -axis as seen in the Figure 6. The calculated value of skewness of -0.839 of the sample indicates that the sample distribution is negatively skewed from the normal distribution, which indicates that the achievement motivation of management students was generally high. The calculated value of kurtosis is 0.224, which denotes that the sample distribution is slightly platykurtic in nature, which implies that the scores of achievement motivation of management students are slightly evenly distributed on the X -axis.

Hence, the hypothesis - the distribution of achievement motivation of management students is symmetrical and normal in nature - is not accepted as the distribution of the obtained scores of achievement motivation of management students is skewed or is asymmetrical in nature.

➤ Achievement Motivation in Case of Male and Female Management Students : Do male and female management students differ in their Achievement Motivation?

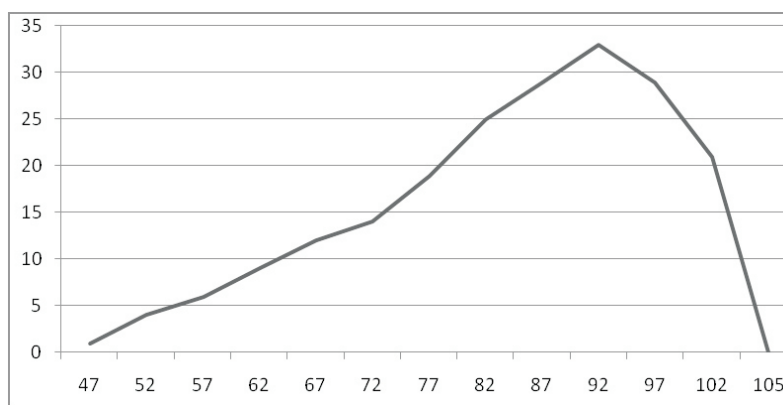
To find out the whether male and female management students differed in their achievement motivation, the means, SD were calculated and the t - test for significant difference between means was calculated and the results are presented in the Table 7. From the Table 7, it is seen that the t - value of 0.979 is not significant at the 0.05 level, which indicates that the mean value of 84.83 of male students does not differ significantly from the mean value of 86.69 of the female students with reference to the achievement motivation. Hence, it can be concluded that the achievement motivation of male and female students was one and the same (refer to Figure 7).

Table 6. Mean, Median, SD , Skewness and Kurtosis of the Total Sample of 206 Management Students on Achievement Motivation

Sl.No.	Statistics	Value
1	Mean	85.524
2	Median	87.50
3	SD	12.776
4	Skewness	-0.839
5	Kurtosis	0.224

Source: Primary data

Figure 6. Nature of Achievement Motivation of the Management Students



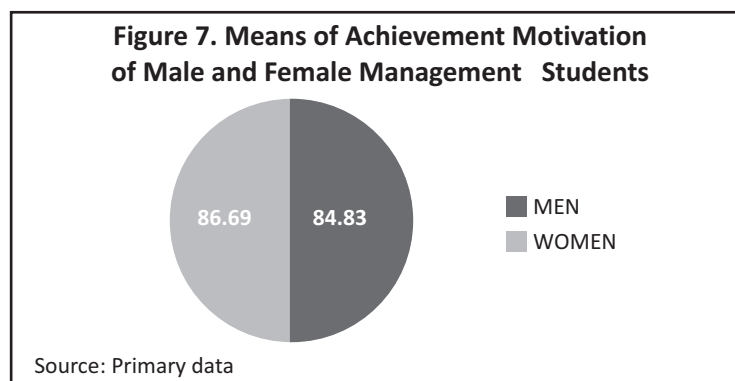
Source: Primary data

Table 7. Means and SD of Male and Female Management Students on Achievement Motivation and *t* -value

Sl.No.	Groups	N	Mean	SD	t-value
1	Men	130	84.83	12.38	0.979 @
2	Women	76	86.69	13.59	

Note: *t* - value is not significant at 0.05 level.

Source: Primary data



Hence, the hypothesis - there is no significant difference between male and female management students with reference to their achievement motivation - is accepted.

➤ **Achievement Motivation vs Academic Achievement : Do management students with different levels of Achievement Motivation differ in their Academic Achievements?**

To find an answer to the question whether management students with different levels of achievement motivation differed in their academic achievements, the students were divided in three groups based on the mean value of 85.524 and *SD* = 12.766 of achievement motivation.

- 1) The responses of the management students falling below the value of mean minus one *SD*, that is, $82.854 - 12.776 =$ below 70 on achievement motivation were grouped as students with low achievement motivation.
- 2) The responses of management students falling between the value of mean plus/minus one *SD*, that is, $82.554 \pm 12.776 =$ between 70 and 95 on achievement motivation were grouped as students with moderate achievement motivation.
- 3) The responses of management students falling above the value of mean plus one *SD*, that is, $82.854 + 12.776 =$ above 95 on achievement motivation were grouped as students with high achievement motivation.

Academic achievement, which is denoted by the total percentage of marks scored in their II semester MBA examinations of these three groups were subjected to calculation of mean and *SD*. The '*t*'-test value between the two means of any two groups was calculated. The calculated values are presented in the Table 8. From the Table 8, it is seen that the *t* -value of 1.236 is not significant at the 0.05 level, which indicates that the mean value of 74.275 of students with low achievement motivation did not differ significantly from the mean value of 75.117 of students with moderate achievement motivation with reference to their academic achievements. It could be concluded that the students with low and moderate achievement motivation were similar in their academic achievements.

From the Table 8, it is seen that the *t*-value of 1.296 is not significant at the 0.05 level, which indicates that the mean value of 75.117 of students with moderate achievement motivation did not differ significantly from the mean value of 76.483 of students with high achievement motivation with reference to their academic achievements. Hence, it is concluded that the students with moderate and high achievement motivation were similar in their academic achievements. From the Table 8, it is seen that the *t* - value of 1.986 is significant at the 0.05 level, which indicates that

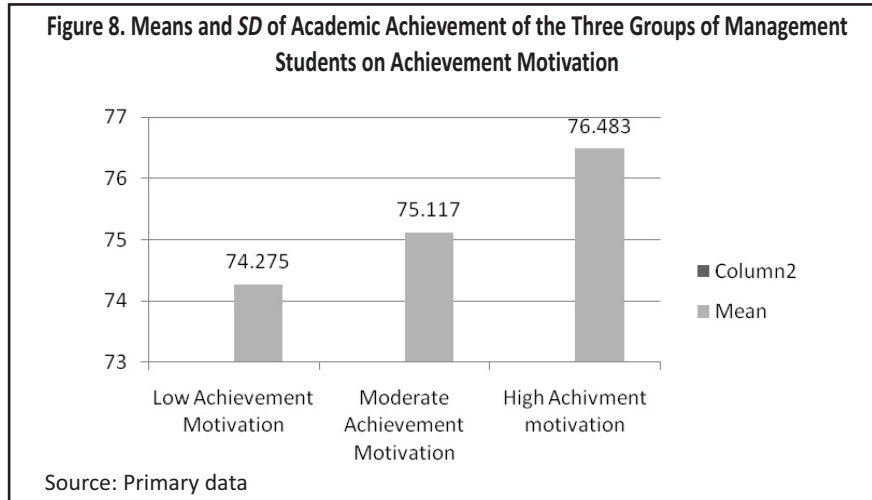
Table 8. Means and *SD* of Academic Achievement of the Three Groups of Management Students on Achievement Motivation and *t*- value

Sl.No.	Groups	N	Mean	SD	t - value
1	Low Achievement Motivation	29	74.275	6.029	Between low and moderate = 1.236@
2	Moderate Achievement Motivation	115	75.117	6.556	Between moderate and high = 1.296@
3	High Achievement Motivation	62	76.483	5.149	Between low and high = 1.986*

Source: Primary data

Note: t -value not significant at 0.05 level

* t -value not significant at 0.05 level



the mean value of 76.483 of students with high achievement motivation differs significantly from the mean value of 74.275 of students with low achievement motivation with reference to their academic achievements. It could be concluded that the students with low and high achievement motivation differed significantly in their academic achievements (refer to Figure 8). It was revealed from the analysis that the students with higher achievement motivation achieved significantly better academic results than the students with lower achievement motivation. Hence, the hypothesis - management students with different levels of achievement motivation do not significantly differ in their academic achievements - is not accepted.

Is There any Association between Achievement Motivation and Academic Achievement of Management Students?

To find an answer to the abovementioned question, the coefficient of correlation was calculated between academic achievement and achievement motivation of the management students, and the value was found to be +0.138.

The positive correlation coefficient significant at the 0.05 level indicates that the higher is the achievement motivation in the management students, the greater will be their academic achievements or vice versa. Hence, the hypothesis - there is no significant correlation coefficient between achievement motivation and academic achievement of management students - is not accepted.

Findings

Academic achievements of management students were normally distributed.

Male and female students did not differ in their academic achievements.

The self-concept of management students on the whole was found to be low. This may be due to the reason that students pursuing their MBA course in the concerned district were from a rural background. Hence, the rural students

had a low self-concept and a low level of self - confidence. It is recommended that the educational institutes should provide counseling facilities to develop self-concept and self- confidence among the students. The counsellors need to identify students with low self - concept and low self - confidence, and give them appropriate counseling. As the study has indicated a positive relationship between self-concept and academic achievement, increase in self-concept in the student will definitely increase the academic performance of the students.

✍ It was also found that the students' achievement motivation was positively correlated with their academic achievements. The study indicates that the students with low achievement motivation got lower grades in academics, and students with high achievement motivation did well in academics. In this context, the management colleges should definitely have counseling centers to develop the achievement motivation among the students.

Conclusion

✍ The variable academic achievement was normally distributed, and there was no significant difference in gender with reference to academic achievements. Hence, there was no difference in the academic achievements of the male and female management students.

✍ The correlation between self-concept and academic achievements was observed to be positively correlated, which implies that the students with higher self-concept did well in academics.

✍ The nature of achievement motivation was also positively related to the students' academic achievement, that is, the higher the achievement motivation of the students, the higher was their academic performance.

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