

Relationship of Achievement Motivation and Self-Concept of Undergraduate Students with their Academic Performance

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Abstract: The study intends to find out the relationship among achievement motivation, self- concept and academic performance (CGPA) of Under-Graduate students of Amity University Madhya Pradesh. The objective of the study was to find out: i) the relationship between achievement motivation and academic performance; ii) the relationship between self-concept and academic performance; iii) the relationship between achievement motivation and self-concept and iv) to find out the level of influence both achievement motivation and self concept on academic performance of undergraduate students of the Amity University Madhya Pradesh. The role of achievement motivation and self concept were examined as potential predictors of academic performance. Sample of eighty five students of Amity University Madhya Pradesh were considered for study. The Achievement Motivation Scale and Robson's Self- concept Questionnaire have been used to find out students' motivation level and self- concept respectively. The Cumulative Grade Point Average (CGPA) of students is considered to be the indicator of academic performance. The findings of the study showed that there is a significant positive relationship between achievement motivation and academic performance; self-concept and academic performance; and achievement motivation and self-concept. Interview with the students revealed search for excellence push them to achieve better academic performance. This observation provides an important clue to curriculum developers to promote/inculcate achievement motivation in students in the context of personal encouragement, teaching environment and teaching strategies and evaluation.

Key Words: Achievement motivation, Self Concept, Academic Performance, Intrinsic motivation, extrinsic motivation, Amotivation

1. INTRODUCTION:

The youths play an important role in the development of the nation. It is the aspiration and aim of the parents, educators and all stakeholders of education that students should excel in their pursuance of academic work. Effort has been made to improve the quality of education through introducing new courses, changing content of syllabus, evaluation methods, teaching strategies, organizing extra classes for students by teachers, parents spending extra money in coaching classes for their children, and government increasing teachers' salaries to motivate them to enrich and enhance academic achievement of students. Despite of all the efforts, the learning of the students in the context of outcome of new ideas, innovation is not significantly visible. "This has prompted several researches into more effective ways of improving academic standards and has found out that inadequate motivation for students is one such factor that acts as disincentives to learning and academic achievement. According to Brown "the stimulating motivation among the students still remains a challenge as some students' enthusiasm for learning is unpredictable" (Brown et, al. 1998). If achievement motivation is an important predictor of student academic performance then it becomes the duty of the educationist to determine how to improve it.

One of the most significant factors responsible for students' academic performance is their self-concept (Bandura, 1997; Villarroel, 2001; Boulter, 2002). Self concept is the evaluation of self and understanding one's worth. It helps the student to assess himself/herself the area of his/her weakness and strength. It can help them to improve where they are lacking. According to Boulter, if students are expected to perform well in their examinations, positive self-concept is sine qua non. The question comes, is self concept is related to academic performance? Is self concept a predictor of academic performance? Is self concept and academic achievement related? Most research works and findings on the impact of self-concept on academic performance have been those reported from Western cultures (Lareya et, al., 2014). Do the findings hold good in the context of Indian culture? Present study was taken up to understand the relationship among academic achievement, achievement motivation and self concept.

2. OBJECTIVES OF THE STUDY:

- i) To ascertain the relationship between achievement motivation and academic performance of Under-graduate students of Amity University Madhya Pradesh..

- ii) To investigate the relationship between self-concept and academic performance of Under-graduate students of Amity University Madhya Pradesh..
- iii) To bring out the relationship between achievement motivation and self-concept of the Under-graduate students of Amity University Madhya Pradesh.

3. ACHIEVEMENT MOTIVATION:

Motivation is basically a state that causes people to behave in a particular manner in order to achieve a specific goal or purpose. It provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments (Pintrich & Schunk, 1996). Therefore, it can be understood as 'goal directed' behaviour (Lawler, 1994). It is a psychological process that causes the initiation, direction, intensity and persistence of behaviour (Pettinger, 1996). It is therefore, an essential tool to increase the pace of learning as well as make learning meaningful.

The self-determination theory differentiates between various types of motivation on different goals which gradually give rise to a particular behaviour. The theory distinguishes among three types of motivation: Intrinsic, Extrinsic Motivation and Amotivation. When a particular action takes place out of the free choice of individual, is called *Intrinsic Motivation*. Such motivated behaviours happen when there is no specific reward provided except the activity itself. Research has found that it is usually associated with high educational achievement (Blank, 1997). It can be explained in terms of Fritz Heider's attribution theory, Bandura's (1997) work on self-efficacy, and Deci and Ryan's cognitive evaluation theory. *Extrinsic Motivation* is a way that can prove relevant when certain action is done in order to get some reward. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity (Buyer, 2012). *Amotivation* can be understood as the behaviour that lacks intentionality (Ryan and Deci, 2000). It was revealed that students' motivational orientation predicted their standardised academic performance. Students with intrinsic motivation orientation scores had higher achievement scores as compared to those with extrinsic motivation orientation. There is a significant correlation between achievement motivation and academic performance.

Researches emphasize that achievement motivation positively influence students' academic performance (Boggiano, 1992). Highly motivated students perform better academically than lowly motivated students (Tella, 2007). Spence and Helmreich (1983) defined achievements as task-oriented behaviour. In the words of Dave and Anand (1979) "Achievement Motivation is a desire to do well relative to some standard of excellence." Colman, A.M. (2001) has defined achievement motivation as "a social form of motivation involving a competitive desire to meet standards of excellence". It focuses on finding satisfaction in difficult and challenging work. Regarding education, it can be understood as searching for excellence in academic performance.

4. SELF CONCEPT:

Self-concept is the perception one has about himself, formed from experiences, and relationship with the environment, where significant people play an important role (Shavelson *et al.*, 1976). "It is a set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that subject knows to be descriptive about its own and which he perceives as data concerning his identity" (Sanchez and Roda, 2007). Self is multi-dimensional in nature. It has four dimensions, namely, academic self-concept, social self-concept, emotional self-concept and physical self-concept (Shavelson *et al.*, 1976). The academic self-concept is one of the dimensions of self concept that can be divided further into second order specific subject self concepts like English, History, Mathematics, and Science etc. which can explain learner achievement in each subject (Zahara, *et.al.* 2010). Self concept has two levels, namely, how one performs in school (general academic performance) and how well one learns (Manning *et al.*, 2006). It refers to the academic ability of the student. Self concept is a relative concept as one understands as per the context. When a student perceives himself as the best in class he tends to hold a positive self-concept of him/her (Acosta, 2007). Researchers suggest a "positive relationship between academic self-concept and academic achievement as measured by grade point average" (Cooley, 2000; Gerardi, 2009).

Researches have been conducted to analyze both associative and predictive relationship between 'self concept' and 'academic performance'. Purkey (1970) for example, observed that there is a persistent and significant relationship between the self-concept and academic achievement and that change in one seems to be associated with change in the other. Muijs (1997) concluded that academic self concept and academic achievement were best predictors of one another. Despite abundance of studies conducted to analyze the relationship between 'self concept' and 'academic performance', no conclusive findings were found out to identify the direction of the link between two variables. The research findings of Nunez & Gonzalez, 1998, perceived, different extraneous variables can alter the results to differing degrees. They indicated the need to differentiate four possible patterns or causal models between self-

concept and academic performance. It can be: a) academic performance determines self concept; b) levels of self concept determine the degree of academic achievement; c) self concept and academic performance influence and determine each other mutually; and d) additional variables may be the cause of both self-concept and of academic performance, among which personal and environmental variables, academic and non-academic variables.

The present study was conducted to understand the relationship among achievement motivation and self concept with specific reference to academic performance. The study is significant because the result can help students whose negative assessment about themselves affects their academic performance. Secondly, students who lack need for achievement or does not know how to set their goals and approach it, can be helped. Study results are likely to assist educators to improve students' academic performance by enhancing their need for academic achievement and positive 'self'. At the same time, it will be helpful for the curriculum development where inclusion of the skill development like: 'understanding self and developing self' and 'how to motivate students to achieve their goals' at higher education among students.

By assessing self-concept of students, teachers can improve the teaching methods by making teaching learning process enjoyable. The present study helps the teachers, students as well as education experts who engage in teaching-learning process.

5. MATERIALS/TOOLS:

1. To test the sample's motivation, **Achievement Motivation scale (AMS_n-DM)** has been used. It was developed and standardized by Prof. Pratibha Deo and Dr.Asha Mohan, which is published by National Psychological Corporation. It consists of 50 items as suggested by McClelland and Atkinson. The scale covers three areas- Academic factors, factors of general field and social interests. There are 5 modes of response provided for each item- Always, Frequently, Sometimes, Rarely and Never. The items in the scale evolved achievement imagery related to known achievement experiences of the respondents in comprehensive and accessible language.
2. To test students' self-concept, **Robson's Self-Concept Questionnaire** has been used. It consists of 30 items. There are four modes of responses provided for each item- Completely Agree, Agree, Disagree, and Completely Disagree. This questionnaire deals with the attitudes and beliefs which people have about them.

6. METHOD:

Methodology is the procedure or technique adopted in research and it occupies a very important place in any type of research. The investigator selected the normative survey method for the present study as the research problem in question was concerned with studying the relationship between variables.

Variable: The main variables that are used in this research are Achievement motivation, Self-concept and Academic performance (Cumulative Grade Point Average).

Population

The population of the study consisted of Undergraduate students of Amity University, Madhya Pradesh, Gwalior. It includes students who are pursuing, management, engineering, law and biotechnology.

Sample

The data for the study have been derived from a representative sample size of 1000 undergraduate students drawn from various disciplines like management, engineering, law and biotechnology. The sample was obtained by following convenience sampling procedure. Rejection of incomplete cases reduced the final sample from 100 to 85. There has been a filter of samples where the samples who were genuinely interested in taking the questionnaires were selected in order to avoid false responses.

Inclusion- Exclusion Criteria

INCLUSION CRITERIA	EXCLUSION CRITERIA
1. Samples falling under age group of 16-20	1. Uninterested subjects
2. Samples with self consent and interest	2. Physically impaired subjects
3. Sample of under-graduate students only	3. Mentally unfit subjects

Statistical Techniques Used in this study are: Pearson's Product moment correlation

7. DATA ANALYSIS, FINDINGS AND DISCUSSION:

Inter-relationship among Achievement motivation, Self Concept and Academic Performance

	Achievement Motivation	Self Concept	Academic Performance
Achievement Motivation		0.63*	0.82**
Self Concept			0.74**

* $p \leq .05$

** $p \leq .01$

The finding of this study shows a positive relationship between 'academic achievement' and 'academic performance'. A great deal of research has been found that students high in academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates (Blank, 1997). Achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence (Singh, 2011). It is a drive to excel in learning tasks combined with the capacity to experience tried in accomplishment (Eggen, Manchak, 1994, Clark and Lowell, (1953).

The findings of the current study emphasize a positive relationship between 'self-concept' and 'academic performance'. To be more specific, academic self-concept and academic achievement were strongly correlated (Ahmed (1986), Gordon (1997), Haque and Sarwat (1998), Sabir (1999), and Shafique (2002). Gage and Berliner (1992) research findings on the relationship between self-concept and school achievement suggests that measures of general or even academic self-concept are not significantly related to school achievement. It is at the level of very specific subjects (e.g., reading, mathematics, science) that there is a relationship between self-concept and academic success. This suggests that success in a particular subject area is not really changing one's self-concept but rather is impacting one's expectation about future success based on one's past experience.

The finding of the study shows a significant positive relationship between achievement motivation and self-concept of the Under-graduate students of Amity University Madhya Pradesh. This finding has been supported by researches (Barker, McInerney, and Dowson (2003) Lawrence and Vimala, (2013).

As per the interview and discussion with the subjects, it was observed 80% of the participants were of the view that their target is to get high percentage in examination. When they achieve it that gives them and their parents satisfaction. In turn, it makes them to try to achieve excellence in their area of interest. They become confident about themselves and able to choose the career they want. We can say both achievement motivation and self concept taken together influence academic performance.

To conclude, in order to improve the self-concept of high students, efforts must be taken by the teachers and parents to provide a good environment both inside and outside the educational environment. It will develop their self-concept which will further lead to understanding of their capabilities, strengths, weaknesses, interests, attitude, aptitude, emotions, knowledge etc. this will finally lead them to develop a high level of achievement motivation (Akamolafe et, al. 2013).

8. RECOMMENDATION:

Interview with the students revealed search for excellence push them to achieve better academic performance. This observation provides an important clue to curriculum developers to promote/inculcate achievement motivation and self concept in students in the context of personal encouragement, teaching environment, conducting various personal development workshops, and evaluation method. Feedback is the vital weapon to help students understand their potential, and worth in handling situations.

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