

## Investigation of the Relationship between Academic Self-concept, Achievement Motivation and Academic Achievement among the a group of Iranian Students of Primary School

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### ABSTRACT

The present research investigates the relationship between academic self-concept, achievement motivation and academic achievement, in order to measure the effects of these items on each other. Study is a correlative research. Study sample were 219 fifth grad students that selected by cluster sampling method. Analysis of data was performed by simple univariate linear regression method. Results of first hypothesis indicated there is a relationship between academic achievement motivation and academic self-concept of the students; Results of second hypothesis indicated there is a relationship between academic achievement and academic self-concept of students and results of third hypothesis indicated there is a relationship between academic achievement motivation and academic achievement. In the end of paper, findings are discussed and practical recommendations are presented.

**Keywords:** academic self-concept, achievement motivation, academic achievement

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### INTRODUCTION

Self-concept includes all beliefs, assumptions, images and attitudes that a person holds toward him or herself. These assumptions, beliefs and images of the individual about him or herself are organized within a process of self-imagination in which the intent is the picture that the person have about him or herself. Self-concept is the general view of the person toward him or herself [1]. If we place a student in a completely free and accurate situation to describe himself and it results in worlds such as intelligent, hard-working, mature, responsible, etc., a succinct self-concept of him would be obtained. The self-concept is not permanent and unchangeable and it rather forms through individual's experience and other's explanation about that experience. Self-concept is not mere self-description. The experiences of individuals influence the formation of their self-concept and the type of experiences they would have later [2]. In most of the common viewpoints [3] the self-concept has been observed as a cognitive scheme which organizes its related visual and abstract memory and controls its related information. Marsh et al. [4] ascribes the self-concept as a significant pre-notification of academic progress and states that positive self-concept seems to be linearly related to academic progress but no scientific relation can specify this relationship. Worrell [5] suggest that low academic and social self-concept has a significant relation with academic low achievement. Self-concept can be a mediator in a wide range of academic and Psychological consequences such as development and improvement of mental health and educational skills in students, coping skills, social interactions, welfare, emotional and social adjustment and child-parent relationships [6]. Achievement motivation is another internal variable which affect academic achievement and learning. Academic achievement motivation is among the inseparable elements of learning. Motivation, which is described as the student's tendency to start the homework and his attempt to do and complete, is a substantial factor of classroom learning and academic achievement. This factor is probably self-regularized by the students internally. According to behavioral view, motivation refers to choose an activity which is followed by serious attempts toward its coalition and there is help and pursuit during the process [7]. The achievement in all areas is obligated to the existence of achievement motivation in some individuals, those who proceed to do activities to pave the way for future progresses regardless of environmental problems and obstacles. The relationship between achievement motivation and academic self-concept has been investigated in various researches [8,9, 10, 11, and 12]. Therefore, the present study investigates the relationship between the achievement motivation and academic self-concept of students, and academic achievement.

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## MATERIALS AND METHODS

The current study is a correlation research and the data is collected through self-reporting questionnaires. The cluster sampling was applied as the sampling method in this research. At the first stage, ten schools were randomly chosen among 113 boys' and girls' primary schools in Bandar Lenge and a single fifth grade class was selected from each school which totally includes 219 samples. For measuring achievement motivation, *Herman's Achievement Motivation Questionnaire* is used. This questionnaire includes 29 multiple choice questions adjusted based on 9 characteristics. The questions of this questionnaire are in form of 29 incomplete sentences each followed by several options. These options are scored from low to high or high to low based on the intensity of motivation. Since some of the questions had different number of options, it wasn't possible to consider equal scores for all of them. The 29 points of questionnaire were written as four-option multiple questions in order to equalize their scores [13]. Reliability of Herman's achievement motivation questionnaire was reported 0.84 [13]. For measuring academic self-concept, *Academic Self-Concept Test* is used. This test includes 40 sentences which can be commented in four different levels. Therefore the student can comment each sentence choosing one of these options: totally disagree, disagree, totally agree and agree. This scale has been designed by Delavand and its reliability has been reported to be 0.78. The maximum score in this scale is 120. For analysis of data, descriptive statistical methods such as mean and standard deviation and inferential statistical methods such as single-variant regression and T-test for independent groups were applied. Meanwhile, the data analysis was performed through SPSS software.

## RESULTS

In the descriptive statistics section, mean and standard deviation of variables is calculated; detailed results are presented in table 1.

**Table 1.** Mean and standard deviation of predictor variables and criterion variable

Variable	Mean	Standard Deviation	N
Academic Self-concept	71.31	1.32	219
Achievement Motivation	58.71	1.54	219
Academic Achievement	14.32	1.43	219

As it is shown in table 1, means of academic self-concept, achievement motivation and academic achievement scores, were 71.31, 58.71 and 14.32 respectively. Furthermore, for inferential analyzing of research data, correlation matrix of variables should be calculated. Correlation matrix of study variables is presented in table 2.

**Table 2.** Correlation matrix of study variables

Variable	Academic Self-concept	Academic Achievement
Academic Achievement	0.078	
Achievement Motivation	0.65	0.63

Based on table 2 contents, all the calculated correlation coefficients were positive and significant. In the inferential statistics, hypothesis of study is tested. First hypothesis of study says there is a relationship between academic self-concept and academic achievement motivation of students. The single-variant regression was applied in order to test the considered hypothesis. The achieved results through regression test indicate that academic achievement motivation affects the academic self-concept. Thus the research hypothesis is confirmed. Detailed results are presented in table 3.

**Table 3.** Relationship between academic self-concept and academic achievement motivation of students

Predictor Variable	R	R <sup>2</sup>	B	Beta	T value	F value	Sig.
Academic self-concept	0.154	0.024	0.143	0.154	2.301	5.29	0.001

Second hypothesis of study says there is a relationship between academic self-concept and academic achievement of students. The single-variant regression was applied in order to test the considered hypothesis.

The achieved results through regression test indicate that academic self-concept affect the academic achievement, thus the research hypothesis is confirmed. Detailed results are presented in table 4.

**Table 4.** Relationship between academic self-concept and academic achievement of students

Predictor Variable	R	R <sup>2</sup>	B	Beta	T value	F value	Sig.
Academic self-concept	0.205	0.042	1.04	0.20	3.08	9.49	0.001

Third hypothesis of study says there is a relationship between academic achievement motivation and academic achievement of students. The single-variant regression was applied in order to test the considered hypothesis.

The achieved results through regression test indicate that academic achievement motivation affect the academic achievement, thus the research hypothesis is confirmed. Detailed results are presented in table 5.

**Table 5.** Relationship between academic achievement motivation and academic achievement of students

Predictor Variable	R	R <sup>2</sup>	B	Beta	T value	F value	Sig.
Academic self-concept	0.191	0.037	0.035	0.191	2.86	8.23	0.001

## DISCUSSION

The present research investigates the relationship between academic self-concept, achievement motivation and academic achievement; in order to measure the effects of these items on each other. Results of first hypothesis indicated there is a relationship between academic achievement motivation and academic self-concept of the students. The results of the test on the first hypothesis indicated that the more the academic achievement motivation the students have, the higher their rate of academic self-concept is and vice versa, i.e. the better the academic self-concept of students is, the more achievement motivation they will have. The results of present study are consistent with the findings of the previous studies [14 and 15]. Results of second hypothesis indicated there is a relationship between academic achievement and academic self-concept of students. The results of the test on the second hypothesis indicated that if the students have a high academic self-concept, they would have more academic achievement as well. The results of present study are consistent with the findings of the previous studies too [16 and 17]. Results of third hypothesis indicated there is a relationship between academic achievement motivation and academic achievement. The results of the test on the third hypothesis indicated that the more achievement motivation students have, the more their academic achievement would be which shows that academic achievement motivation affect the academic achievement just as confirmed by the previous researches [18 and 19].

Generally, results of the present study indicated that some of variables such as academic achievement motivation and academic self-concept affect academic achievement positively and significantly. Based on present study findings, teachers and school counselors must more pay attention to factors affect academic achievement and help to student that increase their academic achievement. Its recommended future studies to examine the relationship of self-concept and variables such as emotional intelligence and mental health in students.

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