

The correlation between Achievement Motivation, Self-Concept and Academic Achievement among college Iranian students

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Abstract: Research has shown that one of the main factors contributing to academic achievement is motivation. Moreover, many studies have confirmed that the indispensable role of relatively constant attitude or imagination of individuals toward themselves in enhancing motivation and academic achievement is undeniable. This issue is one of the most crucial concerns of our today's education in Iran since recent researches has indicated an increasing trend of low performance among college students, given the hypothesis that their motivation would be contributed. The aim of this research is to find the correlation between achievement motive, self concept and academic performance and to propose some guidelines to education authorities to improve educational methodologies. The population of this study was 250 college students of one of the province of Tehran. Random sampling was conducted and through questionnaires, self concept and achievement motive of students measured and their academic performance was evaluated by means of their grade point average. The obtained data was analyzed by SPSS software and according to Pearson correlation statistical formula and multi variable regression. The results indicated that there is a strong positive correlation between achievement motivation, self concept and academic performance in those selected students.

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1. Introduction

Motivation is an internal state of an organism that is the cause of human behavior towards the target. Various theories of motivation in Description and explanation of motivation have been discussed different concepts. One of these concepts is need. The need refers to a deficiency or failure mode in creatures. One of the need s that has been devoted a lot of research is need of achievement or achievement motivation. Research in this field has shown that people regarding this need are in great differences. Some people have high level of motivation and make their attempts to compete with others to reach success. On the other hand, others have little incentive to progress and fear of failure makes them not prepared take risks for success. (Atkinson, 1964). McClelland (1956) reported several studies to examine need of achievement and grades. In one of these studies, a significant correlation rate of 51% has been found between need of achievement and academic grades. Researches of Evans (1965) also indicated that students with high motivation, are more willing to spend time on their assignments and also their learning is even better. In addition what may push forward individuals to success is the people's perspective toward the world. Maslow also is among those who have done extensive research in the areas

of motivation. According to Maslow believed that all members of society need to establish a constant self-evaluation and self-esteem. To humans, no value judgment is more important than judging on one's self and his own evaluation is the most decisive factor in one's psychological development. This evaluation is not wholly mention as a conscious and explicit judge, oral or written, or enumerate traits and description of attributes, but it is a feeling, a feeling that is difficult to isolate and identify, because it is constantly analyzed by human, also it is part of any other person and is involved in every humanitarian response. Every sense is born of an estimated reflection of an evaluation. So the image of the self is manifested implicitly in response to all one's valuable expression. A part of your concept includes the academic self-concept which is especially important in the student's educational behavior. Since the majority of student's critical times spend in school and during this era they are constantly exposed to social interactions. During this social interaction that one is evaluated by others. The evaluations of both direct and indirect, however, do have an impact on person through these evaluations one obtains the imagination of his own condition. These developments called the concept of educational self, considered the one's academic capabilities and limitations (Saif, 1996). The main

concept of academic self-concept is slowly formed over educational years. If students in majority of work assignments and during academic years achieve a sense of accomplishment and competence and others around them in this field give positive feedback, they At least achieve a main sense of adequacy and valuable and if in doing homework feel a gradual sense of failure the sense of inadequacy forms. Sense of self-esteem is a basic need that humans by means of different mechanisms maintains it conscious or unconscious, and overshadows one's behavior As far as the mental health of the individual, his behaviors, his attitude towards themselves and others, and the extent of his success would be influenced. Because of the important role that the self- concept plays in growth and excellence in students, in recent years has become as one of the most important concepts in education So that it is emphasized that the professionals need to consider this aspect of the program for education so that In light of the positive imagination of themselves they can better demonstrate their abilities, talents, as well as limitations to the scope of supply.

Regarding achieving this goal, the present research is to find answers to the question of whether the achievement motivation, self-concept and academic achievement in students a correlation there?

2. Research methodology

This research is one of the correlation schemes to examine the relationship between achievement motivation, self-concept and academic achievement were administered.

2.1. Sample and sampling

Subjects included 200 subjects in Tehran district 16 who were selected randomly and among the region's high schools, 3 high schools selected and among first grade classes of this high school, 6 classes were selected.

2.2 Measuring tools

Achievement Motivation Questionnaire: The questionnaire consisted of 29 items and each item have two options such as a and b sentence. Scoring this test is such that the question of who represents achievement motivation is a score of 1 is given with the total score; the total score that is obtained demonstrate the degree of achievement motivation. For developing this test, the theoretical content of scientists like Murray, McClelland, Atkinson Horner, Spence study has been used. By means of this test the relationship between achievement motivation, locus of control and academic achievement were used and significant relationship between these variables is obtained. Zare (2004) to evaluate the reliability of the test used and Richardson Formula 20 reliability coefficient equal to 0/72 is obtained. Opinions of experts to examine the validity of this test have been used.

Self-concept Scale (Tennessee): This scale consists of 100 self-descriptive statements and eight subscales that six cases have been used in the present research. Respondents are asked to make comments According to autonomy on a 5-point scale from very true, often true, partly true and partly false and completely inaccurate ratings. Tennessee self-concept scale test-retest reliability coefficients have been ranged from 0.74 to 0.92.

Table 1: Average standard deviation of variables

variable	Standard deviation	mean	samples
Self-concept	50.99	384.8	200
Achievement motivation	2.75	15.97	200
Academic achievement	2.65	12.55	200

The analysis of data obtained from Pearson correlation and multiple regressions were used.

Table 2: Correlation matrix concept, achievement motivation and academic achievement

variable	Self-concept	Achievement motivation	Academic achievement
Self-concept	1	0.76	0.76
Achievement motivation	0.76	1	0.81
Academic achievement	0.76	0.81	1

2.3. Method

After selection of subjects, including 250 girl students, first, the achievement and self-concept test t was conducted on a class of students. Then the scale of achievement motivation and self-concept were distributed and referred to high schools and the students were asked to answer the questions above and also they were told that those mentioned tests are related to their emotions. Intelligence is not measured and test results are confidential. Responding to each option would be the correct answer. To obtain information of the academic achievement of students, they were asked to mention their annual evaluation on the paper sheet. Also for the students to express their true opinions, writing their name on the answer sheet

was optional. Following collecting questionnaires the data was obtained.

2.4. Research findings

The collected data were analyzed in two parts; descriptive statistical mean and standard deviation of the scores obtained are reported. (See Table 1)

According to The results in Table 2, the correlations of 0.76, 0.76 and 0.81 between achievement motivation and self-concept, academic achievement and self-concept, achievement motivation and academic achievement, respectively, can be said of the three variables, there is a significant relationship between self-concept, motivation achievement and academic achievement.

Table 3: Multivariable regression

Multiple correlation coefficient	0.84
Coefficient of Adjusted	0.70
coefficient of determination	0.70
Standard error	1.45

Table 4: Analysis of Variance

mean	square sum	Degrees of freedom	the origin changes
493.71	987.41	2	Regression
2.11	414.91	197	Wastes

F = 234.41

The analysis of variance was used to test the significance of the regression line. According to Table F, the F table (99.50) of the calculated amount

(234.41) with df = 197, 2 at 0.05 was smaller and multiple correlation coefficient 0.84, respectively (table 3), the test regression line is meaningful.

Table 5: Table predictive equation (variables used in the study)

significance of T	Variable coefficient	Coefficient Error	Standard	Coefficient Standard	T Value	Variables
	0.52	0.58		0.54	9.06	Achievement Motivation
	0.02	0.003		0.35	5.77	Self-concept
0.87	-0.11	0.72		-----	-0.16	Stability

According to results of Table 5, we can conclude that the two variables, self-concept, achievement motivation are good predictors of academic achievement.

Discussion

The aim of this study was to examine the relationship between achievement motivation, self-concept and academic achievement. Results showed

that there is a significant relationship between achievement motivation, self-concept and academic achievement, and also between each of these three factors together has significant relationship. The results of this research study are consistent with studies of Liu Aksyumung, Juzanjy, Wang Lyzung (1991) Similarly examined the relationship among these three components and also with Dey Elizabeth Clare kaff Jakuba Research (1990), which examines

the impact of the program of reading achievement on student's self concept and achievement motivation, which concluded that after reading improvement program, the self-concept and achievement motivation of students enhanced. study of Barbara, Estiri, Mayvrlvys (1987) in the context of perceptions about self concept and motivation, which concluded that there is a significant relationship between these two variables and Research Cauldron - I - and, Gvnkar - and, Katarky - p - (1994), which examines perceptions of sex role of adolescents are affected by self-concept and achievement motivation and concluded that there is a significant association between the described sex-role self-concept and achievement motivation, was consistent with this study. Looking at the literature, you can get the point that the students with low self-concept (negative self-image) and the low achievement motivation, consider academic achievement unlikely and Sometimes consider it apart from themselves, such as chance, opportunity, difficulty of tasks and the interference of others. So even if they have some success, because they do not give it as their own abilities, attempts and competence, so they can not be as a Reinforces. Abusary, robe (1995) showed that personality traits in particular and self-esteem and motivation generally affect on their approaches to the study and levels of information processing. Related research demonstrate that individuals with high achievement motivation than those who have low achievement motivation think more capable and consequently employ more effort in their tasks. Moreover the impact of variables related to tasks are not the same, the achievement of success in a difficult homework assignment is more valuable than simple one.

This study has its own deficiencies, first, the achievement motivation questionnaire was a research made tool and due to and a lack of standard scale is not totally reliable, therefore in interpreting the results should be cautious. In addition, due to the lack of accurate scientific scores, it is recommended that more comprehensive and detailed investigations should be carried out in the future.

6. Conclusion

Despite the study limitations, the findings of this study have important implications. These findings suggest that in order to improve student learning, more attention to students' interests and motivations is necessary and competition among students that leads to succeed in a few cases and in most cases leads to the failure should be prevented. It is also recommended that students should be given assignments with moderate level of difficulty. People with high achievement motivation get tasks that are required taking some risks. If these duties are

performed properly, leading to an increased sense of confidence. Tasks that are easy to do will not lead to such feeling and hard tasks often lead to their failure. Finally, it should be stressed that the academic settings should put more emphasis on learning than improvements. Emphasis on learning play a role as an incentive for students to promote student's learning. Also the emphasis on student activity rather than focusing on being right or wrong answers leads to getting efficient feedback and modifying mistakes.

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