

The Relationship between Students' Academic Self-Concept, Motivation and Academic Achievement¹

Naser Visi

Department of Educational Sciences Payame noor University, Iran

Received: December 19, 2014

Accepted: March 7, 2015

ABSTRACT

The purpose of this study was to investigate the relationship that between students' academic self-concept, motivation and academic achievement at the University of the Payame Noor. This descriptive correlation study was performed on 200 students of Kermanshah Payame Noor University who were selected by multi-stage clustered sampling during 2013-2014. Data was collected using the Herman's questionnaire of achievement motivation, Delavar questionnaire of academic self-concept and the mean scores of students were used as an index for academic achievement. Data were analyzed by descriptive statistics, Pearson correlation coefficient and repressor using SPSS 15 software. Results: There was significant relationship between achievement motivation and academic achievement. Too, There was a significant correlation between academic self-concept and academic achievement.

KEY WORD: Academic self-concept, Achievement motivation, Academic achievement

INTRODUCTION

Study of Education offers during the past three decades, more and more attention by educational experts, and the most important concerns of the educational system. Success and academic achievement in each of the major factor in national education, and reflects the success of the educational system of goal setting and attention to individual needs. The educational system when we can be efficient and successful, the academic achievement of students in different periods, the highest and the highest (Tamnayifard and Gandomi, 2011).

Dambudzo (2009), states that, over the past two decades, the emphasis is very much on the progress of academic citizens. In short, academic progress because it is important to later success in everyday life upgrades (Aarepattamannil & Freeman, 2008). Academic achievement, learned or acquired abilities of the individual, which applies in matters of school, learning by standardized tests, or teacher-made tests measured. Generally, the term refers to the school's learning, so that they can be in the context of the overall factors related to individual differences, and factors related to school education, studied (Soliman Nejhad A, Saharan, 2002). Academic achievement, a complex phenomenon that, knowing full in a single study is not possible. Many research and studies in this regard have been made, and any of a number of factors and variables affecting it evaluated were placed. Including the relationship between intelligence and academic achievement, quality of teaching in schools, families and the environment, education and cultural status of the parents' jobs, economies Family, Self Knowledge, motivational factors and personal characteristics, and many other factors. Although academic achievement is often considered as a cognitive behavior, but according to Piaget's theory, cognitive or completely emotional behavior is completely absent. Piaget addition, it states that all behaviors involves both cognitive and affective dimensions are (Turiel & Brown, 1992, quoting COETZEE, 2011). Bloom (1976), also pointed out that, as the size of the motivational factors that are important in people's learning experience, with effects on ventilation are new situations.

Research on the factors affecting academic achievement, was more focused on cognitive factors, while emotional factors have been neglected (Sikhwari, 2004). Academic achievement can be self-concept and motivation to progress to emotional factors, the most important variables are attributed (Van der Lith, 1991). Ariptamanil and Freeman (2008) also states that, academic motivation and academic self-concept, directly related to the class is the most potential, and therefore should be considered essential.

¹. This research project was conducted with financial support of PNU Kermanshah Province.

Academic achievement motivation is the tendency to evaluate overall performance, according to the highest standards in the effort to be successful, and the enjoyment of pleasure with the success of the performance (Westland , Arche, 2001). In other words, achievement motivation, the desire or craving for success, and participate in activities that they are successful, the efforts and ability of the dependent person (Slavin, 2006; quoted Seyed Mohammadi, 2006). The need to develop, with the desire to achieve high standards of excellence, and is a unique business goals. Research has shown that progress on the motive: a) motivation progress, the belief that the position of "his involvement", or the direction of progress can be resurrected. The situation is the same kind of effect on the subject's projection that the manipulation of hunger and deprivation, sexual, is true. B) motivation about the progress of individuals and groups vary, and are influenced by cultural factors. Motivation progress can be through social media, cultural and educational programs gained. C) progress by following the same procedure, to obtain that the true reward and punishment is (Bahargava, quoting the Alayi Kharayem et al., 2012).

Studies showed correlation between achievement motivation and learning. One of the best research review that motivation, the educational environment is linked by Pintrich & Degroot (1990) was performed. They concluded that this relationship is possible in three ways:

- 1 - the reasons for the student's goals, to perform the duties
- 2 - that person about his ability to perform the duties expected of the person concerned
- 3 - reaction of students to the task, such as anxiety, anger, pride, shame, and guilt (according to the Shahsavani, 2000). In research of Mohammadzadeh Shahni and Mehrabi (2009), achievement motivation as an important factor in the field of learning is presented. The high level of achievement motivation, resulting in better performance, learning, and learning styles are converging. Results Busato (1999, quoted Mohammadzadeh Shahni and Mehrabi, 2009), indicates that motivation to progress, with positive learning relationship. The results Shahni Yeilagh and Bonabi Mobaraki(2005), about the relationship between the subject and the subject of academic motivation (self-efficacy, task value, goal-oriented performance, flight performance and mastery), in girls, suggesting that , positive relations between these structures, and different courses.

Other motivating factors associated with academic achievement, academic self-concept. A network of positive and negative self-belief, self, its acceptance or rejection. In various studies that have been conducted on the concept, the concept has been defined with different terminology, and it is synonymous with self-esteem, and self-regulation have been considered (Ahmed & Bruinsma, 2006). Academic self-concept, the formation process of self-evaluation, by the educational experiences of students and the learning environment is interpreted (Guay et al., 2010), and reflects the individual's knowledge and perceptions about our own strengths and weaknesses, in the field of education certain individual beliefs about our ability to succeed in school assignments, level design, and one of the best predictors and mediators, effective and non-effective motivational variables (anxiety), including factors is effective in the learning process (Akram Rana & Zafar Iqbal, 2005). Academic self-concept, relies heavily on relative social information, and reflects the assessments of others, and normative nature. In other words, one's self-concept study, a result that is comparable with others (Ferla et al., 2009, quoted from Ghaffari, and Baluchi, 2011). People who do things themselves more effective, safer and stronger, you know, compared to the rest of the academic self-concept will be high, and therefore the concept of growth, and the future educational attainment and lack of negative emotions, he is in. Accordingly, persons who, at the beginning of the study and positive thinking, and their capabilities, leading to the achievement of such positive thinking them. As well as their academic achievement, positive feedback to the self, and their perceptions of their health and their ability to give (Marsh, 2002, Akram Rana & Zafar Iqbal, 2005). The findings of McCoach & Siegle, (2003), shows that the self can predict academic achievement. They claim that one third of the differences in educational attainment could be because of academic self-concept. Rodriguez, (2009) showed that self-education is a sign of progress is the students. So we can say that, academic self-concept leads to academic progress. Marsh (2002) announced that its high-concept more related to academic achievement among student. Baum et al (1969) found that girls than boys have higher self-concept (quoted Khalili, 1996). Marsh et al. (1999), the study found that the students' academic self-concept, self-forecast not only for academic achievement, but also attitudes and labels, for individuals also may be part of their self-concept to predict. They also found that not only students' academic self-concept of the future performance affects them at school, but progress also on effective self. It seems that the relationship between academic self-concept, and achievement of a mutual respect and mutual. Mostert, (1995), claims that positive self-

concept, one of the most important elements for success. In addition, because the self, both personal and motivational variables, the overall relationship between the different school progress should be relatively clear.

However, since academic achievement is influenced by variables such as achievement motivation, and academic self-concept, the study of each of these variables, it is important to enjoy. In addition, despite the studies on achievement motivation, academic self-concept and academic achievement, a study of the relationship between these three variables simultaneously, with other studies, it has been done. In this study the relationship between achievement motivation, academic self-concept, and determine the role of these variables in explaining the academic achievement of students is tested. In this regard, the following hypotheses were proposed:

1. the concept of education, and students' education progress, related.
2. between achievement motivation and academic achievement of students, related
3. between academic self-concept and achievement motivation of students, related
4. variables of academic self-concept and achievement motivation, can be expected students' education progress

METHOD

Since the objective of this study was to investigate the relationship between academic self-concept, achievement motivation and academic achievement of students of Payame Noor University, this research is aimed at applied research component, and are running a descriptive study of correlation type. The academic self-concept and achievement motivation as a predictor variable, the variable achievement as criterion variables, is considered. The population of this study included all students who Kermanshah University of Payam Noor, a spatial cluster sampling method, 211 were selected.

In order to collect data in this study were the following tools:

A Hermans achievement motivation questionnaire: This questionnaire has 29 questions, multiple-choice. Some of the questions positively and some negatively presented. In questions 1, 4, 9, 10, 14, 15, 16, 20, 23, 27, 28, 29, to a first score, a score of 2 to C-3 score of 4 is given to evidence, and in the rest of the questions are scored as a picture. Range is between 29 and 116. Hermans to evaluate the validity, content validity method to do that, based on previous research on achievement motivation was. He also questions the correlation of the two, with progressive behavior estimated that indicates the validity of the test ($r = 0/88$, respectively. To estimate the reliability, Cronbach's alpha trial and after 3 weeks was used as reliability, $0/82$ and $0/85$ respectively obtained (Homan, 2000, quoting the Biabangard, 2005).

The Delavar academic self-concept scale: this scale by Ali Delavar (1994) has been prepared for general and Article 40 that, subject its opinion on each of them, by choosing one of the options strongly disagree (1) Disagree (2) agree (3) or strongly agree (4) specifies, and scoring is done likewise, then given a total score total score calculated. The scale of some of the questions in reverse order of their score. A high score on this scale means high academic self-concept. In Rashidi research(2008), Cronbach's alpha coefficient of the scale was 0.84. Rashidi academic self-concept Delavar to validate the validity criterion used to, 0.49, respectively. In research of Khojasteh Mehr, Abbaspoor Karayi and Koochaki, (2012) as well as to check the reliability coefficient Delavar academic self-concept scale, the internal consistency (Cronbach's alpha) was used. Using the reliability coefficient, was 0.93, the results showed that the scale has acceptable reliability (Khojasteh Mehr, Abbaspoor Karayi and Koochaki, 2012).

To analyze the data, once collected, and data software Spss, the descriptive statistics including frequency, mean and standard deviation, charts and tables and to test hypotheses of research, statistics inferential Pearson correlation coefficient, and regression testing was used.

RESULTS

Table 1: Results of correlation analysis to examine the relationship between academic self-concept, and academic progress of students

3	2	1	Standard Deviation	Average	Frequency	Variables
		1	8/91	82/89	211	academic self-concept
	1	0/238**	11/35	108/27	211	achievement motivation
1	0/217**	0/424**	1/61	15/12	211	academic achievement

** Significance level 0/01

Table 1 shows the mean and standard deviation of students' self-concept, respectively (82/89) and (8/91), achievement motivation (108/27) and (11/35) and educational attainment (15 / 12) and (1/61) is. The results table shows that, between education and the development of academic self-concept ($0/424 = r$), is a positive correlation, and between achievement motivation and academic achievement ($0/217 = r$), a significant positive correlation, and between academic self-concept and achievement motivation ($0/238 = r$), there was a significant positive correlation. Since the variables significant correlation exists, the linearity assumption variables, were evaluated through regression analysis, results shown in Table 2

Table 2: Regression analysis of variance of academic self-concept and achievement motivation and academic achievement of students

SE	R ²	R	sig	F	Average squares	df	Total squares	The source of variance
1/45307	0/186	0/404	0/000	24/990	52/763	2	105/527	Regression
			-	-	2/990	208	439/171	remaining
			-	-		210	544/698	Total

The results in Table 2, the F observed (24/990) in $P \leq 0 / 01$ is significant, and 0/186 variance of academic performance, academic self-concept by variables, and achievement motivation is explained ($R^2 = 0/186$), due to the significance of the regression variables, academic self-concept and achievement motivation on academic achievement, the coefficients of the equation predicted in Table 3 below.

Table 3: coefficients of the equation to predict academic performance by variable of academic self-concept and achievement motivation

sig	t	Standardized coefficient beta	SE	Coefficients B	Model
0/000	6/082		1/205	7/326	constant
0/000	6/152	0/394	0/012	0/071	academic self-concept
0/050	1/920	0/123	0/009	0/017	achievement motivation

As can be seen in Table 3, each of the variables in the regression coefficients between academic self-concept and achievement motivation shown that academic self-concept ($P \leq 0 / 01$, and achievement motivation ($P \leq 0 / 05$) can make the variance in academic achievement, significantly predict. multiplier effect of academic self-concept ($B = 0/394$), according to the t-statistics show that the concept of education, can be safely 0/099 changes related to educational attainment to predict. The impact factors, achievement motivation ($B = 0/123$), according to the t-statistics show that, to ensure 0/95 achievement motivation can make changes to academic achievement , predict.

DISCUSSION AND RESULT

The findings showed that, between academic self-concept and academic achievement, there is a significant positive relationship. The finding agrees with the results of Rodriguez (2009), Marsh (2002), Marsh (2002), Akram Rana And Zafar Iqbal (005), Mac Koch and Siegel (2003), Marsh et al. (1999), Mestert (1995), the alignment.

In his explanation of the results we can say that, in fact, self-expression, knowledge, and perceptions of individual students about their strengths and weaknesses in a particular field of study, and personal opinions about his ability to perform academic tasks successfully, at different levels is. Therefore, the level of knowledge and perceptions of individual students is higher, the better he can recognize your strengths and weaknesses, and in order to overcome its poor effort, and this increased learning and improved performance will be his positivistic .concept of was their general education as well as individual school years behind, beginning in him is formed. If the majority of students in learning tasks, and during the years of education a sense of accomplishment and competence, and Family feedback in the field make him, at least in academic assignments, a general feeling of competence and valuable business, and if they In doing school assignments, experience failure, they began to feel inadequate, and general competence in form (Seif, 2006). As the academic year is

increased, the relationship between these two variables increases, so that the concept of self-educating students, it is obvious by the number of years of education they are the reason, the fact that evaluation carried out, during the academic establishment (or Director), the concept of self-educating people in college will be.

The results showed that, between academic achievement motivation and academic achievement of students, there is a significant positive relationship. The results in this section, research of Pintrich and Dogort (1990), Mohammad Zadeh, Shahni Yeilagh and Mehrabi (2009), Amir Afshari (2001), Tajvand (1998), Tohidi (2002), Tamanayifard and Gandomi (2011), Mohammadpoor (2008), Homai et al. (2009), Moosavi Rad (1382), Stack, Kooshki and Vaez (2010) Busato (1999, quoted Mohammad Zadeh, Shahni and Mehrabi, 2009) Shahni Yeilagh and Bonabi Mobaraki (2005), is consistent.

In explaining these results we can say, in general, achievement motivation, internal force, that is, learning to assess overall performance, according to the highest standards, striving for success in practice and a pleasure to success performance, will lead and influence the different types of educational activities, the tendency of a person for the purpose of study, refers. The purpose of the special motivation, attitudes and beliefs particular, ways of achieving them, and effort associated person, so if a student with high academic achievement motivation, that he has a great internal force, He will lead to more effort, and this effort could lead to high academic performance. The second point that should be mentioned is that some theorists believe that motivation and achievement, is a prerequisite to learning, and to give something to the severity of the behavior, and maintain It helps learners. With this incentive, the movement necessary for the successful completion of a task, goal or achieve a certain degree of competence in their work will follow, until they can be successful in learning, and achievement of business them. On the other hand, the motivation for academic achievement is more, in their quest for knowledge, learning and education is more active and more pain and trouble, it will undergo to achieve the ultimate goal. When one of high achievement motivation, the well cared assignments, homework takes seriously, and further tries, more information than in the classroom to learn, learn. In addition to learning the necessary skills and appropriate strategies can be. Obviously, success in learning, leading to more capabilities, and increase interest in learning the subject, and as a result will increase academic performance. The Abedi (2005), achievement motivation, the desire is universal, it is a job well done in a particular territory, and function to self-evaluate. The dominant behaviors that show academic motivation are insisting to do difficult assignments, or Effort hard to learn, mastery and perform tasks that require effort. So motivation, psychological state, and when the result is that people need to have enough self-control to know (according to Yoosefi et al., 2009). So if students desire to learn (as mentioned above) is high, the tendency addition to efforts to bring more people, and will cause the plan to be more precise, the better course to learn Therefore, his academic performance will increase. In fact, this study confirms the theory and research desi and Ryan (1985), which showed achievement motivation, an important role in academic performance, learning and play. Sikhvari (2004), in their study a strong correlation between achievement motivation and academic achievement found. But Arpatamanil research and Freeman (2008), a weak relationship between motivation and academic achievement have been reported, with results also is Coordinator. Also, results showed that the academic self-concept and academic achievement, academic performance together can predict. The results in this section, with research Mohseni and Karimzadeh (2005), Ghaffari et al. (2011), Mac Koch and Siegel (2003), Marsh et al. (1999), Mac Kvach and Siegel (2003) is consistent. Arpatmani and Freeman (2008), believe that academic self-concept and achievement motivation, great potential to influence directly from the teacher (or teacher) are. In fact, the students, the concept of education is high, and at the same time as achievement motivation, high academic performance will be high. In order to explain these findings, it can be noted that the theory of self-organizing, mainly on the self-perception of competence, as a precedent for independent achievement motivation, achievement motivation or internal stresses (Ahmad and Broesimna, 2006). This implies that the theory of self-organizing an internal achievement motivation, there should be a student, and this implies that students should have a positive academic self-concept. The main point of the theory of self-organizing, the distinction between achievement motivation and independent (self-assembling), and controlled. Arpatmanil (2008) believes that the only behaviors that are independent of achievement motivation, self-assembling fully considered. Therefore, achievement motivation, self-concept, if combined, increase academic performance. It may be a high achievement motivation (to very large), due to high anxiety and perfectionism is undesirable, and if at the same time as the concept does not factor in the effect of the adjustment it is actually harmful.

REFERENCES

- Abedi, Ahmad, Arizi, Hamid Reza, Sobhaninejad, Mahdi (2005). The relationship between motivation and academic achievement of high school students with their personality traits. Address: - research of Shahed University. Year 12, Number 12, Ss38-29.
- Alaei Kharayem, Roghayeh, Narimani, Mohammad, Alaei Kharayem, Sara (2012). Comparison of self-efficacy and achievement motivation among students with and without learning disabilities. *Journal of learning disabilities* 85-104 / Volume 1, Number 3
- Amir Afshari, Mehrdad (2001). Relationship between academic achievement, and achievement motivation and locus of control, third-year students saw tips, Master Thesis, Educational Psychology, Islamic Azad University, Science and Research.
- Biabangard, Ismail (2005). The relationship between self-esteem, achievement motivation and academic achievement of high school students in Tehran. *Psychological Studies*, Volume 1, Number 4, 5, 144-131
- Bloom, B.S. 1976. *Human characteristics and school learning*. New York: McGraw Hill Book Company.
- Coetzee.R.L.(2011).investigate the relationship between academic self-concept, and academic achievement at the University of the Free State. Submitted in accordance with the requirements for the degree of MASTER OF EDUCATION WITH SPECIALISATION IN ADULT EDUCATION at the UNIVERSITY OF SOUTH AFRICA
- Dambudzo, I.I. 2009. The relationship between learner self-concept and achievement in secondary schools in Zimbabwe. Unpublished DEd-thesis. Pretoria: Unisa. Available from: <http://hdl.handle.net/10500/2393>
- Deci, E.L., & Ryan, R.M. 1985. Intrinsic motivation and determination in human behavior. New York: Plenum.
- Deci, E.L., & Ryan, R.M. 2008. Self-determination theory: A macro-theory of human motivation, development, and health. *Canadian Psychology*, 49(3):182-185.
- Ghaffari, Abolfazl, Arfae Balluchi, Fatemeh. (2011). The relationship between achievement motivation and academic self-concept, test anxiety among graduate students at Ferdowsi University of Mashhad. *Journal of Clinical Psychology and Counseling*, 1 (2)
- Homai, Rezvan., Heidari, Alireza, Bakhtiarpoor, Said, Borna, Mohammad Reza. (2009). The relationship between achievement motivation, cognitive intelligence, emotional intelligence, emotional, educational background and demographic variables and academic performance of students, new findings in psychology
- Hooman, Heydarali. (2000). Standardized test preparation and achievement motivation. *Psychological Journal*, No. 1-2 (row 11), 32-9
- Khojastehmehr, Reza, Abbaspoor, Zabihollah, Karayi, Amin and Koochaki Rahim(2012), the impact of the program on the academic achievement and academic self-concept, attitude toward school, learning how to succeed in school and social adjustment of students, *Journal of school psychology*, Volume 1, No. 1, 45-27.
- Marsh, H. W. (2002). Causal Ordering of Academic, Self-Concept and Achievement. Self- Concept Research: Driving International Research Agendas. *University of western Sydney Australia*, pp: 1-10.
- Marsh, H.W. 1990b. Causal ordering of academic self-concept and academic achievement: a multi-wave, longitudinal panel analysis. *Journal of Educational Psychology*, 82(4):646-656.
- McCoach, D.B., & Siegle, D. 2003. The structure and function of academic self-concept in gifted and general education students. *Roeper Review*, 25(2):61-
- Mostert, P.L. 1995. Determining the relationship between the body image of adolescent girls and their academic achievement, social involvement and sport-participation: A pilot study. Unpublished MEd-dissertation. Grahamstown: Rhodes University.
- Mohammadpoor, Hosein. (2008). The relationship between achievement motivation and mental health, with a junior student achievement Lamerd city. MA thesis, Islamic Azad University of Shiraz.

- Mohammadi Zadeh Admalayi, Rajabali, Shahni Yeilagh, Manijeh, Mehrabi Honarmand, Mahnaz(2009). Compared to male students with different learning styles, in terms of personality traits, achievement motivation and academic performance. Achievements of psychological, martyr Chamran University, 4 (1), 154-125
- Moosavirad, Seyed Majdodin(2003). Relationship between achievement motivation and academic achievement of high school students in Shiraz.
- Rodriguez, C. 2009. The impact of academic self-concept, expectation and the choice of learning strategy on academic achievement: the case of business students. Higher Education Research and Development, 28(5):523-539.
- Sanchez, F.J.P., & Roda, M.D.S. 2003. Relationships between self-concept and academic achievement in primary students. *Electronic Journal of Research in Educational Psychology and Psychopedagogy*, 1(1):95-120. Available from: http://www.investigacionpsicopedagogica.org/revista/articulos/1/english/Art_1_7/pdf.
- Seif Ali Akbar. (2006). Educational psychology. Tehran: Agah press.
- Shahsavani, Soodabeh (2000) no secondary school in the city of Isfahan. Research Council of Education Research Department
- Shahni Yeilagh, Manijeh, Bonabi Mobaraki, Zahra, Shokrkon, Hosein (2005). Relations between the subject and the subject of academic motivation (Self-efficacy, task value, goal-oriented performance, performance and mastery getaway), in the first year of high school female students in Ahvaz city. Journal of Psychology Shahid Chamran University. Vol. 3, Vol. 12, No. 3, pp: 76-47.
- Sikhwari, T.D. 2004. The relationship between affective factors and the academic achievement of students at the University of Venda. Unpublished MEd-dissertation. Pretoria: Unisa. Available from: <http://hdl.handle.net/10500/1290>
- Slavin, Robert (2006). Educational Psychology. Translation of Yahya, Seyed Mohammadi (2006). Tehran, Ravan Press
- Soliman Nejjad A, Saharan M. A correlation control stop and self-regulatory with advance academic. J Psychol Educ Sci Univ Teh. 2002;31(2):175-98.
- Sobhaninejad, Mahdi Abedi, Ahmad (2006). The relationship between self-regulated learning strategies, motivation and academic achievement of high school students, and academic performance in math. Quarterly Journal of Psychology, University of Tabriz. Year 1, No. 1, pp: 97-79.
- Tajvand, Asghar. (1998). Relationship between intelligence, achievement motivation, parenting style, and a member of the academic performance of students in second and third, a member of the Center for Intellectual Development of Children and Adolescents in Ahvaz libraries. MS Thesis, University of Shahid Chamran.
- Tamanayifar, Mohammad Reza, Gandomi Zeinab (2011). The relationship between achievement motivation, and academic achievement in students. Journal of Teaching Strategies. Volume 4, Issue 1, 15-19
- Tohidi, Mohsen. (2002). this documentary style, anxiety and achievement motivation and academic achievement in the first year of public school students in Tehran. MS Thesis, Educational Psychology, University of Teacher Education.
- Van der Lith, J.M. 1991. Die invloed van kognitiewe en affektiewe toetredingseienskappe van leerlinge op hulle prestasies in die skool milieu. *Education Bulletin*, 35:74-81.
- Westland E, Arche T. Exploring cross-cultural difference in self concept. Cross Cult Res. 2001;35(3):280-302.