Impact of Motivation and Self-Concept on Academic Achievement among PDE Students in Cherish Dual Mode University Katsina, Katsina State

[1]Bada Steve OLUSEGUN Ph. D

Email: bdolusegun@gmail.com
Tel: 08068063806

[1]Aliyu Umar ABUBAKAR

[1]Sani ABUBAKAR

[1]Department of Educational Foundations, Federal University Dutsin-Ma Katsina State Nigeria

Abstract
This study was aimed to determine the impact of motivation and self-concept on students' academic achievement, among PDE students in Cherish Dual Mode University Katsina, Katsina state. Descriptive survey research design was used. The participants in this study were made up of 123 students randomly selected from the population of 198 students. Harters Scale for intrinsic and extrinsic motivation and Self-concept Evaluation Inventory (SEI) was used for this study. Two hypotheses were tested. Pearson's Product Moment correlation coefficient was used to test the hypotheses. Results shows significant relationship between motivation and students' academic achievement ($r = +0.242$, $p > 0.05$), and the result also confirmed significant relationship between self-concept and students' academic achievement ($r = +0.545$, $p > 0.05$). The study recommends that motivation should be given top priority by education stakeholders, lecturers and parents in order to enhance students' academic performance.

Keywords: Motivation, self-concept, academic achievement.

Introduction

Lack of motivation is one of the most critical factors affecting learning, especially in higher institutions of learning. Investigation of the extent to which non-intellectual qualities of motivation and self-concept influence academic achievement in university students in very important and necessary, many authorities acclaim the fundamental importance of students' motivation and self-concept as critical factors in their academic achievement. Brown, Armstrong and Thompson (1998) point out that the challenge in school system has always been to stimulate, engender and enhance the motivation of those students whose enthusiasm for learning is dubious. Pintrich and Schunk (2002) regard motivation as an integral part of learning. Awan et al. (2011: 72) are of the opinion that lack of motivation is "a big hurdle in learning and a pertinent cause in the deterioration of education standards." Awan, Noureen & Naz (2011) define motivation as internal condition that stimulates, direct and maintains behaviour, and they believe that there is a strong relationship between learning and motivation.

Academic motivation and self-concept aligned with the cognitive perspective that recent major motivation theories are based on, the self-system model (Pintrich, 2002) posits 'self' as comprising a collection of beliefs about self in relation to academic ability, task, and activity. Hence, the present study conceptualized the 'self' component as belief-based academic motivation (i.e., motivational beliefs) and academic self-concept.

Academic self-concept, or students' evaluations of their academic ability, is proposed as another important dimension of 'self'. Guay (2003) stated that academic self-concept is clearly differentiated from general self-concept (or self-esteem) and that academic self-concept is more highly correlated with academic achievement and behaviors than are self-esteem and non-academic self-concepts (e.g., social or physical self-concepts). Accordingly, the present study adopted the domain specific approach to self-concept by assessing students' academic self-concepts (and not, for example, their self-esteems).

Students who are motivated to learn about a topic are keen to engage in activities they believe will help them learn, such as attending carefully to the instruction, taking notes to facilitate subsequent studying, checking their level of understanding and asking for help when they do not understand the material (Pintrich & Schunk, 2002). In contrast, students who are unmotivated to learn are not enthusiastic in their learning efforts. They may be inattentive during the lesson and not organise or revise the learning material. Note-taking may be done haphazardly or not at all. They may not monitor their level of understanding or ask for help when they do not understand what is being taught. According to Pintrich and Schunk (2002), motivation influences learning and performance and what students do and learn influence their motivation.

It is assumed, however, that people differ in their need to achieve in situations that call for excellence (Muola, 2010). Gesinde, in Muola (2010), argues that the urge to achieve varies from one individual to the other. He adds that those who have high achievers as their role models in their early life experience would develop a high need for achievement, while those who have low achievers as their role models will hardly develop the need for achievement. According to Tella (2007), the issue of motivating learners is seen as an important aspect of effective learning. Fontana, in Tella (2007), argues that satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn.

According to Drew and Watkins (1998), self-concept is a psychological construct which refers to a cluster of ideas and attitudes an individual holds about himself/herself. Mwamwenda (1995) regards self-concept as a person's way of perceiving himself/herself and may be either

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positive or negative. In this study, academic self-concept is regarded as the main component of the self-concept. Cokley (2000) defines academic self-concept as "attitudes, feelings and perceptions relative to one's intellectual or academic skills". The same author considers academic self-concept to be how a student views his/her academic ability when compared with other students. Students attach a lot of importance to academic ability, so that self-acceptance is based largely on cognitive abilities (Cokley, 2000).

A student with a negative academic self-concept, for example, might just avoid studying hard because he would regard the subject content as too difficult. McCoach and Siegle (2003) point out that academic self-concept involves a description and an evaluation of one's perceived academic abilities and encompasses beliefs of self-worth associated with one's perceived academic competence. These authors state further that students compare their own performance with that of their classmates (an internal comparison). This implies that students' academic self-concepts are determined by their perceptions of their academic ability in an area as well as their assessment of their academic standing relative to their classmates (McCoach & Siegle, 2003). The same authors regard academic self-concept as a significant predictor of academic achievement. In an investigation of academic achievement in African-American college students (Cokley, 2000), there was a strong positive correlation between academic self-concept and grade point average (GPA) scores.

It was also found that students with higher GPAs had statistically higher academic self-concept scores than students with lower GPAs. In a study by Kobal and Musek (2001), French students turned out to be more successful in school than Slovenians and it is further stated that the findings support the possibility that the higher academic achievement of French students is mostly related to their higher academic self-concept. Chowdhury and Pati, in Awan et al. (2011) assert that "self-concept plays a significant role in the educational process when a child is accepted, approved, respected and liked, and one will have an opportunity to acquire an attitude of self-acceptance and respect for oneself".

The following are four possible patterns or causal models between self-concept and academic performance, according to Sanchez and Roda (2004).

1. Academic Performance Determines Self-concept, this shows that academic experiences of success or failure significantly affect the student's self-concept and self-image. Given that the influencing variable is academic performance, psycho-pedagogic interventions should be given priority to modifying the students' level of achievement, since this will contribute to changing the level of self-concept (Sanchez & Roda, 2004).

2. Level of Self-concept Determines the Degree of Academic Achievement Given that self-concept is what determines levels of academic achievement, and self-concept in turn can be strongly influenced by acceptance levels provided by the student's significant others, we can infer that it would be possible to increase levels of school performance by optimizing levels of self-concept and very specifically levels of perceived competence (Sanchez & Roda, 2004).

3. Self-concept and Academic Performance Influence Each Other The third model of casual relationship postulates that self-concept and academic performance influence and determine each other mutually. This means that success in academic tasks can lead to the development of a positive self-concept while, on the other hand, failure can lead to experiencing feelings of rejection, isolation, worthlessness and consequently a negative self-concept.

According to Wang and Lin, in Awan et al. (2011), self-concept was seen as the general confidence that individuals felt about themselves and the levels of an individual's self-concept predict the extent to which he or she was able to accomplish academic tasks successfully or unsuccessfully. They further argue that much of the earlier interest in the self-concept versus achievement relationship stem-med from the belief that academic self-concept had motivational functions and thus, changes in academic self-concept would lead to changes in subsequent academic achievement. According to Tella (2007), the issue of motivating learners is seen as an important aspect of effective learning. Fontana, in Tella (2007), argues that satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn.

Academic motivation is referred as: (a) academic drive, (b) attitudes toward school and learning, and (c) enthusiasm for academic performance. Academic drive involves measuring items such as work habits and scholastic expectation. Attitudes toward school and learning, involves students' opinions of the classroom environment and self-efficacy in learning. Finally, interest for academic performance involves the degree to which students possessed certain specific behavioural characteristics related to motivation (Hwang, Echols, & Vrongistinos, 2002). According to Chowdhury & Pati, in Awan et al. (2011), academic achievement is defined by examination marks, teachers' given grades and percentiles in academic subjects. They emphasized that achievement within any context is regarded as performance relative to some standard and he further states that academic achievement and other dimensions of learning can be measured by a variety of yardsticks or measuring instruments, the results of which are types of scores, ranks or grades. Van den Aardweg and Van den Aardweg (1988) regard achievement as a product which can be measured by means of achievement tests and is usually associated with mental success. For this study, the respondents' examination results were used as measures of academic achievement.

Consequently, efforts and resources have been put in place to improve the standards of learning through infrastructural development at the universities. Sikhwari (2014) contend that due to the valuable role of education to national development, successive governments have made several efforts to improve the standards of learning through infrastructural development at the education sector among other policy initiatives. That notwithstanding, the standard still remains low, especially, at the high school level. This has prompted several research into more effective ways of improving academic standards and have found out that inadequate motivation for students of higher learning (Sikhwari, 2014), students' low motivation and negative self- concept, feeling of inadequacy and lack of self-confidence among other factors as a disincentives to learning and academic achievement. Brown et al. (1998) contend that stimulating motivation among students of higher learning still remains a challenge as some students' enthusiasm for learning is unpredictable.

Objectives of the Study
The objectives of this study are to:
1. Investigate the relationship between motivation and academic achievement among PDE students in Cherish Dual Mode University Katsina.
2. Examine the relationship between self-concept and academic achievement among PDE students in Cherish Dual Mode University Katsina.

Research Hypotheses
In this study, two null hypotheses were formulated as follows:

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1. There is no significant relationship between motivation and academic achievement among PDE students in Cherish Dual Mode University Katsina.
2. There is no significant relationship between self-concept and students' academic achievement among PDE students in Cherish Dual Mode University Katsina.

Methodology

The study employed ex-post factor design, According to Creswell (2012), this design has the advantage of measuring current attitudes, beliefs, opinions or practices and it also provides information in a short amount of time. Harters Scale for intrinsic and extrinsic motivation and Self-concept Evaluation Inventory (SEI) by Anastasi, (1988) was adapted and modified to suit the study. The participants had to select the response on the scale that best reflects their beliefs or opinions about the statement. Professional Diploma in Education (PDE) students of 2018/2019 academic session in the Cherish University were targeted for investigation. Based on the recommendation by research advisor 2006, the sample consisted of 123 (53 males and 70 females) students selected randomly from the Population of 198 students, Simple random sampling technique was used to give all students equal chance of being selected to participate in the study. Reliability of the Instruments was reported as 0.62 and 0.75 for both the self-concept and motivation respectively. The questionnaire was regarded as a reliable measuring instrument. The Statistical Package for Social Sciences (SPSS) was used for analysing data. To determine the relationship between the variables Pearson's Product Moment Correlation (PPMC) was used.

Results

Hypothesis 1
There is no significant relationship between Motivation and students' academic achievement

Table 1: Correlation between Motivation and students' academic achievement

Variable	N	Mean	SD	r-value	p-value
Motivation	123	48.0732	11.41696		
				.242	.004
Students' Aca. Achievement	123	2.2278	93258		

In the Analysis on table 1, the result has indicated that the r-value computed is .242 and the p-value of .004 is observed (P. value < .05). This null hypothesis is hereby rejected, meaning that there is significant relationship between Motivation and students' academic achievement.

Hypothesis 2
There is no significant relationship between Self-concept and students' academic achievement
Table 2: Correlation Analysis of Self-concept and students' academic achievement

Variable	N	Mean	SD	r-value	p-value
Self-concept	123	29.3415	8.38991		
				.545	.000
Students' Acad. Achievement	123	2.2278	.93258		

In the Analysis on table 2, the result has indicated that the r-value was .545 and the p-value of .000 was observed (P. value < .05). This implies rejection of null hypothesis. Meaning that, there is significant relationship between Self-concept and students' academic achievement.

Discussion of Findings

The first hypothesis states that, Students' motivation is not significant correlates of their academic achievement". When the variables were correlated using correlation analysis, results showed that there is a significant relationship between Students' motivation and their academic achievement ($r= +0.451$, $p<0.05$), the null hypothesis was therefore rejected. This finding agrees with the view of Ijaiya (2007) by recommending motivation as what stake holders should do to influence Students' academic achievement.

The second hypothesis, the research finding indicates that, there is significant relationship between self-concept and Students' academic achievement". The r-value is .700 and the p-value is .000 (P. value < .05), at degree of freedom of 27. Since the critical p-value is less than the alpha value of 0.05 (P. value < .05) therefore led to the rejecting of the null hypothesis. This implies that, there is significant relationship between the Self-concept and Students' academic achievement, these findings agrees with that of Sanchez and Roda (2004) whose reveal in their studies that level of Self-concept determines the degree of academic achievement given that self-concept is what determines levels of academic achievement.

Conclusion

This research study concludes that, there is significant relationship between motivation and academic achievement among students' of Cherish Dual Mode University, Katsina state. It was also confirmed that, there is a significant relationship between students' Self-concept and their academic performance.

Recommendations

The following are some recommendations based on the findings of the study:
1. Lecturers should focus on motivational strategies that will involve students in academic activities for improving their general performance.
2. Students should develop positive self-concept toward studies by being punctual as well as devoting themselves to their academic works.

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