

ACHIEVEMENT MOTIVATION, ACADEMIC SELF-CONCEPT AND ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

The study investigated the relationship between achievement motivation, academic self-concept and academic achievement of high school students. In addition, the study found out the students profile to ascertain the levels of achievement motivation, self-concept, and their academic achievement. A total of 120 students selected from four high schools participated in the study. The *Inventory of School Motivation (ISM)* developed by McInerney & Sinclair (1991) and *The Self-Concept Scale* by Cambra & Silvester (2003) were administered on the sample to assess their motivation and self-concept respectively. Percentages, and Pearson Product Moment Correlation Co-efficient were used to analyse the data. The results showed that, majority of the high school students were highly motivated, have high self-concept and performed well on the Mathematics Achievement test. The study also found a significant correlation between self-concept and academic achievement. Again, there was a positive relationship between achievement motivation and academic achievement but the correlation was not significant. The study confirms the importance of achievement motivation and academic self- concept to academic achievement and concluded by making insightful suggestions and recommendations to stakeholders in education in helping students to enhance their motivation and self-concept to improve on their academic performance.

Keywords: Academic Achievement, Achievement Motivation, Academic Self-Concept, High School Students.