

RELATIONSHIPS AMONG ACADEMIC SELF-CONCEPT, ACADEMIC MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG COLLEGE STUDENTS

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ABSTRACT

Academic self-concept is a construct concerned with one's attitudes, feelings and perceptions about one's intellectual or academic capabilities, representing one's self-beliefs and self-feeling in academic setting, just as academic motivation is a construct recognized for its influence on students' interest in and attitude to learning compelling students to work hard or put effort to reach a mastery level in their quest for academic excellence. These constructs exert some influence on the academic achievement of the students. This study therefore investigated the relationships among academic self-concept, academic motivation and academic achievement in college students. Three research questions were answered and three hypotheses tested at 0.01 level of significance. A sample of 528 undergraduate volunteers participated in the study. The instruments for data collection were College Students' Academic Self-concept Questionnaire (CSACQ) and College Students' Academic Self-concept Questionnaire (CSACQ) validated with the assistance of senior lecturers in the relevant field. The correlation indices of former and later instruments obtained by test-retest method using Pearson product moment correlation technique were 0.81 and 0.74 respectively. The data obtained from the instruments were subjected to SPSS analysis using Pearson product moment correlation technique. It was found that academic self-concept, academic motivation and academic achievement correlated significantly with one another. Consequently, it was recommended that teachers, parents and guardians should provide academic motivation to the students to boost their academic self-concept and academic achievement.

Keywords: Academic self-concept, academic motivation, intrinsic motivation, extrinsic motivation, amotivation, academic achievement.