

Academic Motivation, Self-Concept and Academic Achievement in English and Mathematics
at Ordinary Level

Opio George

2009/HD04/16552U

Supervisor: Dr. Kibanja Grace.

A dissertation submitted to the School of Education in partial fulfillment of the requirements
for the award of the degree of Master of Education in Educational Psychology
of Makerere University

March 2012

Abstract

The purpose of the study was to establish the relationship between Academic motivation, Academic self- concept and Academic achievement in English and Mathematics of Ordinary level students in Gulu Municipality. The study was guided by three objectives: to establish the relationship between academic motivation and academic self-concept, to establish the relationship between academic self concept and academic achievement, to establish the relationship between academic motivation and academic achievement.

The study used a correlational design and the sample consisted of 311 students selected using census sampling technique. Data was collected using a standardized self administered close ended structured questionnaire that was filled by the senior four students who sat for Uganda national examinations in the year 2010. Data was analyzed using Pearson product moment correlation (r). A multiple regression analysis was also done to establish whether the independent variables were statistically significant predictors of the dependent variable.

Results of the study showed that all the indicators of academic motivational goals (i.e. mastery, performance and social goals) had a significant positive relationship with academic self concept. Results also showed that academic self concept and academic achievement had a significant negative relationship. It was also established that there was a significant negative relationship between academic motivation and academic achievement, with all the indicators of academic motivation (i.e., mastery, performance and social) showing a significant negative relationship. Results of multiple regression analysis showed that it was only academic self concept that was statistically significant predictor of academic achievement.

It was recommended that training and development in the areas of students self concepts, motivation and achievement should be addressed through the teachers' development plans and that the enhancement of academic self concept is not only a task for teachers but that the other professionals, parents, policy makers, should also intervene. It is also necessary to give adequate and sufficient attention to self-concept and academic motivation and those stakeholders should be offered methodological guidance in order to work on these throughout the educational process, in order that this type of Psycho-educational intervention may serve as an avenue to improve academic achievement.