

# STUDY HABITS, ACADEMIC SELF – CONCEPT AND ACHIEVEMENT MOTIVATION AS PREDICTORS OF STUDENT TEACHERS’ ACADEMIC PERFORMANCE

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## ABSTRACT

This study attempted to investigate the validity of student teachers’ achievement motivation, study habits and academic self-concept in predicting their academic performance. In all 500 randomly selected students (male, 284 and female, 216) who were pursuing B.Ed. programme through the directorate of distance education, University of Jammu, responded to four research instruments: 1) Achievement Motivation Scale, 2) Study Habits Inventory: 3) Academic Self-concept Scale: 4) Achievement Tests in four core papers of B.Ed. programme. The data were analyzed using Pearson’s Product Moment Correlation Coefficients, Multiple Correlation and Multiple Linear Regression Equations. The results of the study show that:

(a) There was a positive relationship between academic performance and achievement motivation, study habits and academic self-concept.

(b) Student teachers’ academic performance can be predicted by using the regression equation:

$$AP = 87.93 + 0.277 SH + 0.176 ASC + 0.147 ACHM.$$

AP is academic performance, SH is study habits, ASC is academic self-concept, ACHM is achievement motivation.

(c) The regression was statistically significant with  $F = 18.902$ , significant beyond  $P < 0.01$ .

(d) Three independent variables jointly contributed towards the prediction of academic performance of student teachers, their combined influence happen to be the order of 0.320.

(e) The three independent variables (SH, ASC and ACHM) accounted for 10.3 percent of the variance of academic performance ( $R^2 = 0.103$ ).

**KEY WORDS:** study habits, academic self – concept, achievement motivation, student teachers and academic performance.

## INTRODUCTION

Distance Education is emerging as a distinct discipline by itself and has drawn attention of educational researchers to probe various aspects of this innovation in foreign countries especially in the countries like U.K. Canada and Australia and also now in various Asian countries including India. Review of studies conducted in the field of distance education indicate that empirical researches highlighting the contribution of learner's characteristics to success in distance learning system have been neglected with a few exceptions such as those conducted by Arun, (1990);

Das,(1992); Kumar,(1998); Garg,(2009) and Singh(2012). Various researchers, in the formal setting have tried to show the significance of achievement motivation in prediction of academic performance (Garg & Gakhar, 2009; Garg, 2011; Omolade et al, 2011 and Nasir, 2012). Various researches conducted in the areas of study habits *vis-a-vis* achievement in formal setting have highlighted the importance of various approaches of learning practiced to acquire further knowledge ( Jain, 1967; Tiwari, 1982; Shanmuga, 1983; Reed, 1996 and Nuthana & yenag, 2009). Certain researchers in the formal setting have highlighted the significance of self-concept in prediction of academic performance (Shanmuga, 1983; Sween, 1984; Pathni, 1985; House, 1992; Coetzee, 2011; Safdar et al, 2012 and Matovu, 2012). Studies by Gibson (2009), Ergul (2004) and Kumar (1994) revealed that self-concept of the distance learners significantly correlated to the students' academic achievement. Most of the researches carried out in the area of effect of personality on academic performance have devoted much attention to the individual influence of study habits, achievement motivation and academic self-concept. No study has been made to study the combined effect or contribution of these three independent variables on academic performance. Researchers have proved that academic performance of distance learners is not always satisfactory but comparatively low when compared with regular mode students of the same course ( Sahoo, 1985; Sharma and Yadav ,1987 and Mahajan, 1991). It is very important to answer the question; that is what are the factors that amount for learners' success or failure in distance learning programmes. It is also clear that the battery of predictors generally used to predict the success in formal system may not adequately do justice in distance education system. . Little research has been devoted to exploring factors that predict the success of distance learners. Furthermore, the research studies that exist have concentrated largely on demographic correlates of students' success except for Kumar (1994), Ergul (2004) and Gibson (2009).Dearth of researches in the area of distance education particularly at the teacher education level on the one hand and inadequacy of existing research evidence to predict the success of distance learners on the other had served as motivating factors for undertaking the present piece of research so as to fill in the important research gap.

## **PROBLEM OF STUDY**

The problem of the study was: Study habits, Academic self-concept and Achievement motivation as predictors of student teachers' Academic performance

Three personality variables were identified for the study: Achievement motivation, Study habits and Academic self-concept.

The basis of achievement motivation is motive to achieve. This motive can be acquired and learned. Achievement motivation refers to informal process that prompts, compels and energises an individual to behave in a particular manner with the aim of accomplishing task or getting something done successfully. In the study achievement motivation refers to academic motivation at B.Ed. programme level as measured by Deo-Mohan's Achievement Motivation Scale (1985) adapted as per distance learners.

Study habits refer to person's method and approach to newer learning. This covers actions taken by the learner with regard to planning, understanding the task, notes taking and concentration, discussion and memorization patterns usually adapted by them. In the investigation study habits refers to understanding, planning, working, note taking, concentration, memorizing, consultation habits and interest in studies as measured by Study Habits Inventory, originally developed by Jain (1967) and adapted by Kumar (1999).

Academic self-concept refers to the experience of one's own being so far as academic concerns are involved. It includes what people come to know about themselves through experience, attention and feedback from others, especially in relation to academics. In the investigation academic self-concept refers to the experience of one's own being so far as academic activities are concerned as measured by Academic Self Concept Scale developed by Kumar (1999).

## **OBJECTIVES OF THE STUDY**

1. To find the relationship of academic performance with achievement motivation, academic performance with study habits and academic performance with academic self-concept.
2. To predict the academic performance of distance mode B.Ed. Students on the basis of their achievement motivation, study habits and academic self-concept.
3. To find the contribution of the predictor variables (achievement motivation, study habits and academic self-concept) towards variance in the criterion i.e. academic performance of B.Ed. students of distance mode.

## **HYPOTHESES OF THE STUDY**

The following hypotheses were formulated to realize the objectives of the study:

1. There will be no significant positive co-relation between academic performance and achievement motivation, academic performance and study habits and academic performance and academic self-concept.
2. A battery comprising achievement motivation, study habits and academic self-concept will not serve as a good predictor of academic performance of distance mode B.Ed. Students.
3. There will be no significant contribution of predictor variables (achievement motivation, study habits and academic self-concept) towards dependent variable (academic performance) of distance mode B.Ed. Students.

## **DESIGN AND PROCEDURE**

A descriptive survey design was used to collect data for the study. The sample of the study comprised of 500 (284 male and 216 female) randomly selected students who were pursuing B.Ed. programme

through directorate of distance education, University of Jammu. Four tools were used: 1) Achievement Tests in four core papers of B.Ed. programme based on the syllabi prescribed by the University of Jammu 2) Deo-Mohan's Achievement Motivation Scale (1985) adapted as per distance learners 3) Study Habits Inventory, originally developed by Jain (1967) and adapted by Kumar (1999) for distance learners 4) Academic Self-concept Scale developed by Kumar (1999).

## RESULTS AND DISCUSSION

To study the relationship between academic performance and achievement motivation, academic performance and study habits and academic performance and academic self-concept, Pearson's Product Moment Coefficients were calculated and result is presented in table 1.

### Table1.

Table1. Coefficients of Correlation between Academic Performance and Achievement Motivation, Study Habits and Academic Self Concept

Variables	N	Coefficient of Correlation with Academic Performance
Achievement Motivation	500	0.182*
Study Habits	500	0.252*
Academic Self Concept	500	0.178*

\* Significant at 0.01 level of significance

Results on table 1 reveal that coefficient of correlation between academic performance and achievement motivation, between academic performance and study habits and academic performance and academic self-concept has come to be 0.182, 0.252 and 0.178 respectively. These coefficients of correlation though may be termed as low positive, yet are statistically significant at 0.01 level of confidence. The results corroborates the findings of Singh, et al (2012); Nasir, (2012); Radovan, (2011); Garg, (2011) and Lohumi, (2002). The result of this study regarding relationship between study habit and academic performance confirm the findings of earlier studies ( Nuthana & Yenag, 2009;Ergul, 2004; Biswas, 2001; Kumar,1999; Singh, 1984; Tiwari, 1982; Saxena, 1981; Jain, 1967). The results of the present study also confirm the finding of DeFreitas & Rinn, 2013; Safdar et al, 2012; Coetzee, 2011; Gibson, 2009; Nagar, Sharma & Chopra, 2008; Cazenave, 1993; Singh, 1984; Saraswat,1982 etc. who reported positive and significant relationship between self-concept and academic performance of formal students. The null hypothesis was rejected.

Further attempt was made to predict the academic performance of students on the basis of study habits, academic self-concept ad achievement motivation. SPSS- 14 was used for calculation of multiple correlation and linear regression equation. The results are presented in table 2.

**Table 2.**

Table 2. Prediction of Distance mode B.Ed. Learners' Academic Performance on the basis of Achievement Motivation, Study Habit and Academic Self-Concepts

S. No.	Predictor variables (Academic performance)	Regression Analysis results for X <sub>1</sub>			
		B	Beta	R	Beta x r
1	Study habit (X <sub>2</sub> )	0.277	0.236	0.252	0.059
2	Academic self-concepts (X <sub>3</sub> )	0.176	0.120	0.178	0.021
3	Achievement motivation (X <sub>4</sub> )	0.147	0.121	0.182	0.022

Total R Square

0.1027

Multiple R = 0.320

R Square = 0.103

Standard Error = 29.521

Constant = 87.930

F value = 18.902\*

\*significant at 0.01 level of significance

Multiple regression equation  $X_1 = 87.93 + 0.277 X_2 + 0.176 X_3 + 0.147 X_4$

Analysis of table 2 reveals that the set of three independent variables jointly contribute towards the prediction of academic performance of distance mode B.Ed. students. Their combined influence happens to be the order of 0.320 as indicated by the multiple correlation. The obtained multiple R represents a low positive relationship between academic performance and three predictor variables, namely academic self-concept, study habits and achievement motivation taken together. The relationship is also significant at 0.01 level. The null hypothesis was rejected.

Regression equation reported in table 2 appears to suggest that each unit increase in study habits will influence 0.277 unit increment in criterion variable (academic performance). Again each unit increase in academic self-concept and achievement motivation will influence 0.176 and 0.147 unit increment respectively in the criterion variable. Results of table 2 also indicate that the regression is statistically significant with  $F = 18.902$ , significant beyond  $P < 0.01$ . This implies that three variables (achievement motivation, study habit and academic self-concept) have contributed significantly to the variance in academic performance. The coefficient of determination R Square is 0.1027, which suggests that about 10.30% of variance in criterion variable (academic performance) may be accounted for three variables namely academic self-concept, study habits and achievement motivation. The rest of variance (90%) may be attributed to the variables not included in the prediction battery. That only 10 % of variance in academic performance has been accounted for by the three variables implies that there are other important variables that have direct effect on academic performance of B.Ed. students of distance mode. It is important, therefore, that other studies should investigate the relationship between variables to be identified and academic performance of B.Ed.

students of distance mode. This will go a long way to help identify factors affecting the students' academic performance in the system. The remaining 90 % of the variance needs to be accounted for, if effectiveness is to be achieved in secondary teacher education through distance mode.

Results of the present study have very important implications for distance education system. To be successful in distance learning environment, students must have effective self-study skills compared to most face to face environment. Distance learning requires learners to be more focused, better time managers and to be able to work independently. The resource persons need to improve their instructional strategies and inter-personal relationship with the students. Distance education institutions need to tailor their self-instructional material development programme in such a way that it should boost their academic self-concept and inculcate good study habits among the student teachers. Distance learning institutions also need to devise a mechanism of keeping distance learners highly motivated until the completion of their programme.

## CONCLUSIONS

A low positive yet significant relationship has been found between academic performance and academic self-concept, academic performance and achievement motivation and academic performance and study habits. While most of the previous studies had investigated the relationships between the variables separately, an attempt has been made here to look at the combined effect of the three predictor variables, which yielded a multiple correlation coefficient of the order of 0.32, significant at 0.01 level of confidence. The regression was statistically significant with  $F=18.90$ , significant beyond  $P<0.01$ . The three variables taken together have accounted for 10% of variance in the criterion variable. This calls for more investigation to identify the variables that have direct effect on distance mode student teachers' academic performance.

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