

Academic Self-concept and Motivation as Predictors of Academic Achievement

Geesje van den Berg¹ and Louise R Coetzee²

*¹Department of Curriculum and Instructional Studies, College of Education, University of
South Africa, PO Box 392, Pretoria, Republic of South Africa
E-mail: vdberg@unisa.ac.za*

*²34 Rue Michel Audiard, Mas Vermeil, Perpignan, France
E-mail: rudi.louise@gmail.com*

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ABSTRACT This paper explores the relationship between university students' academic self-concept, motivation and academic achievement. The primary aim of this study was to determine whether academic self-concept and motivation of students enrolled for the Quantity Surveying course at a university in South Africa could predict their level of academic achievement. By means of a non-probability convenience sampling technique, all residential students in their first to fourth year of study who were registered for the major subject Descriptive Quantification in the Department of Quantity Surveying were included in the sample. A questionnaire was used as the data collection instrument and, on completion, data were statistically analysed using SPSS. Relevant literature indicated inconsistent findings about whether a relationship exists between students' academic self-concepts and motivation, and academic achievement. The results of this empirical investigation, as confirmed by the statistical analysis carried out, revealed that significant correlations between academic self-concept, motivation and academic achievement do exist, but that they depend on study year level.