

The Nexus of Self-Concept and Achievement Motivation among Handicapped Students

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Abstract

This study aimed to explore the nexus of self-concept and achievement motivation among handicapped students. The sample of the study consisted of (76) handicapped students (41 male and 35 female) who were selected from the secondary schools in Amman during the first semester of the academic year 2023. The findings of the study revealed that showed that the total mean level of self-concept is medium. The dimension of family self-concept has ranked the highest among the participants. While the social self-concept has ranked the lowest one among the participants. Furthermore, there is a medium level of achievement motivation among the participants, and the participants' motivational dimensions are arranged as: "Perseverance, a goal to be achieved by the individual, responsible feeling, and competition. The results also find a weak positive correlation between self-concept and achievement motivation and its dimension. Moreover, no significant difference in levels of self-concept and achievement motivation among handicapped students based on their gender variable.

Keywords: self-concept, achievement motivation, students, handicapped students.

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Introduction

Self-concept among handicapped students, or students with disabilities, is a complex and important aspect of their psychological and emotional well-being (Piers, 1984). It refers to how these students perceive themselves and their worth, and it can significantly impact their academic, social, and emotional development (Ali and Alshareef, 2018). It's essential to remember that self-concept varies greatly among handicapped students. Disabilities can be physical, sensory, intellectual, or emotional, and each person's experience is unique. Some individuals may have a positive self-concept, while others may struggle with self-esteem (Jones, 1985). Students with disabilities often engage in social comparison, where they assess their abilities and worth in comparison to their peers. If they perceive themselves as falling short in some way, it can negatively impact their self-concept. The level of support and acceptance a handicapped student receives from their family, peers, and educators can play a significant role in shaping their self-concept (Datta, 2014). Positive support can bolster self-esteem, while negative experiences can diminish it. Personal accomplishments and overcoming challenges can have a positive effect on self-concept. Encouraging and celebrating even small achievements can help boost self-esteem. For students with physical disabilities, body image can be a critical component of self-concept (Montgomery, 2016). They may grapple with issues related to body perception and acceptance. The way individuals with disabilities identify themselves can affect their self-concept. Some may embrace their disability as part of their identity, while others may prefer not to be defined by it (Alkhubata et al., 2021). Many students with disabilities may also struggle with mental health issues, such as anxiety or depression, which can further affect their self-concept. Addressing mental health concerns is crucial (Rana, 2020).

The relationship between self-concept and motivation to achieve among students with disabilities is an important area of study within the field of special education and psychology. Understanding this relationship can provide valuable insights into how to support and enhance the educational experiences of these students (Alkhalidi, Alkhubata, and Al-Dlalah, 2021). In the context of students with disabilities, their self-concept may be influenced by how they perceive their disability and how they believe it affects their abilities and potential (Rana, 2020). Motivation is a crucial factor in determining a student's willingness to engage in learning activities and their persistence in the face of challenges. Motivation to achieve can be influenced by both intrinsic factors (personal interest, curiosity, a sense of accomplishment) and extrinsic factors (rewards, recognition, or fear of failure) (Seyed et al., 2017).

Adel and Mutasim (2020) aimed to know the self-concept of the physically disabled at the Union Center for the Physically Handicapped in El Obeid, as well as to know the differences in the self-concept of the physically handicapped according to the variables (gender, educational level of the disabled, degree of motor

disability, birth order). The research used the descriptive analytical method, the research tool was the self-concept scale prepared by: Hers and Piers, and the sample was selected by the intentional sample. The sample size was one hundred physically disabled (64 males, 36 females). 5% of the research community of 2,500 people with disabilities. The research found that the self-level of the physically handicapped is above the middle. There were no statistically significant differences in the dimensions of self-concept and its total degree among the physically handicapped in the current research population according to gender (male, female). There are statistically significant differences in the self-concept of the physically handicapped according to the age variable, in favor of those aged (36, and 56 years). There were no statistically significant differences in the dimensions of self-concept and its total degree among the physically handicapped in the current research community according to the variable of the degree of motor disability (mild, moderate, severe). There are no differences in self-concept among the physically handicapped in the current study population according to the type of disability (disability with birth, acquired disability).

Rana (2020) examined how children with special needs (CWSN) saw themselves with their gender, residential upbringing, and disability type. Through random sampling, 204 CWSN were chosen as a sample from different Government Elementary Schools in the District of Kangra. 68 children with special needs who were orthopedically challenged, 68 who had speech impairments, and 68 who were visually impaired made up the entire sample. The findings showed that there was no significant difference in self-concept between male and female CWSN, but there was a significant difference between rural and urban CWSN. The self-concept of urban CWSN was shown to be superior to that of rural CWSN. Regarding their type of handicap, CWSN's self-concept showed no discernible changes.

Ali and Alshareef (2018) aimed to find out the relationship between self-concept and aggressive behavior among the physically disabled in the city of the Giant in Bahri, where the researcher followed the descriptive correlational approach and the sample size reached (100) physically disabled as the selection of the sample was in a simple random way, and the researcher used the scales of self-concept and aggressive behavior and also used statistical packages programs (SPSS) and test (T) for one community and test (T) for two independent samples and Pearson correlation coefficient and reached the following results: There is an inverse correlation between the two variables and there are no statistically significant differences between self-concept and aggressive behavior according to the age variable, and there are statistically significant differences in self-concept and aggressive behavior according to the gender variable in favor of males.

Seyed et al., (2017) compared the academic development, self-efficacy, and success motivation of kids with learning difficulties to those of typically developing students and searching out any potential links between these factors and socioeconomic level (parental employment and education). 34 kids with learning difficulties and 32 typically developing students who were matched for age, gender, and grade level participated in cross-sectional research. The participants responded to the accomplishment motivation questionnaire from Herman (2000) and the self-efficacy measure from Sherer et al. Based on the descriptive ratings from the first semester, the academic development of the students was assessed. Self-efficacy, achievement motivation, and academic progress scores for children with learning difficulties were considerably lower than those of matched controls ($P = 0.0001$). The findings showed that academic success and various degrees of self-efficacy had moderately favorable connections ($r_s = 0.441$, $P0.0001$, $N = 66$); and that academic progress and achievement motivation had moderately positive correlations ($r_s = 0.645$, $P0.0001$, $N = 66$). The correlation analysis revealed weak to moderate positive correlations between academic achievement and parental education ($r_s = 0.39$, $P = 0.001$), academic achievement and father's occupation ($r_s = 0.323$, $P = 0.008$), achievement motivation and parental education ($r_s = 0.34$, $P = 0.009$, $N = 66$), and finally achievement.

Statement of the problem

A positive self-concept can enhance motivation for achievement. When students with disabilities have a healthy self-concept, they are more likely to believe in their abilities and be motivated to pursue their goals. On the other hand, a negative self-concept, particularly related to their disability or perceived limitations, can hinder motivation. These students may be more likely to experience self-doubt, fear of failure, or a lack of confidence in their abilities. Educational and psychological interventions can be designed to improve self-concept among students with disabilities. This can include counseling, mentorship, and creating an inclusive and supportive learning environment. Alkhutaba and Alkhalidi (2019) posit that motivational strategies, such as setting achievable goals, providing positive feedback, and recognizing and rewarding effort, can help boost motivation. The relationship between self-concept and motivation is complex and can have long-term implications for these

students. A positive self-concept and high motivation can lead to improved educational outcomes and personal growth. The current study aims to examine the nexus of self-concept and achievement motivation among handicapped students.

Significant of the Study

It's important to remember that students with disabilities are a diverse group. Their experiences, self-concepts, and motivations can vary widely based on the type and severity of their disability, as well as personal factors and environmental influences. Long-term Impact researchers often use various assessment tools and questionnaires to measure self-concept and motivation in students with disabilities. This study can help identify trends and effective interventions. There is a close interplay between self-concept and motivation for achievement among students with disabilities. Supporting these students in developing a positive self-concept and fostering their motivation is crucial for their academic and personal development. we must continue to explore effective strategies to enhance this relationship and improve the overall well-being and success of students with disabilities.

Objectives of the study

The current study is designed to investigate the level of self-concept and achievement motivation among handicapped students. Another goal is to examine whether the handicapped students' gender affects their level of self-concept and motivation achievement in addition to exploring the nexus of self-concept and achievement motivation among the handicapped students.

Questions of the study

This study looks to answer the following questions:

1. What is the level of self-concept among the handicapped students?
2. What is the level of the achievement motivation among the handicapped students?
3. What is the nexus of self-concept and achievement motivation among handicapped students?
4. Is there a statistically significant difference in levels of self-concept and achievement motivation among handicapped students based on their gender variable?

Method

To achieve the objectives of the study and answer its questions, the current study adopted the correlational descriptive approach to measure the relationship between self-concept and the level of achievement motivation among handicapped students. This approach helps in predicting the level of significance of these variables in the form of a digital image based on the information and data that will be collected by the two scales approved in the study and analyzed by the "Statistical Package for the Humanities Program SPSS".

Participants

The sample of the study consisted of (76) handicapped students (41 male and 35 female) who were selected from the secondary schools in Amman during the first semester of the academic year 2023. The age ranges between 16 to 18 years.

Tools

To gather the data, the researcher adopted two scales, first: the self-concept scale (Faraj and Kamel, 1998) consists of (100) items to measure (6) dimensions: body self-concept 18 items, ethics self-concept 18 items, personal self-concept 18 items, family self-concept 18 items, social self-concept 18 items, and self-criticism 10 items. second, achievement motivation (al-Yosef, 2008) consists of 36 items to measure (4) dimensions: "a goal to be achieved by the individual" 6 items, "responsible feeling" 10 items, competition 9 items, and perseverance 11 items. The scale format follows the fifth Likert scale. Also, the validity and reliability of the scales were evaluated by Alpha Cronbach, split half, and internal consistency.

Finding

Q1. What is the level of self-concept among the handicapped students? To answer this question, a t-test was run as shown in table (1).

Table (1) results of one sample test for self-concept level

Dimensions	Mean	t	Sig	100%
Family self-concept	3.83	1.37	.00	76.6
Body self-concept	3.71	1.49	.00	74.2
Ethics self-concept	3.61	2.65	.00	72.2
Personal self-concept	3.78	2.18	.00	75.6
Social self-concept	3.33	1.77	.00	66.6
Self-criticism	3.42	1.23	.00	68.4
Total	3.56	1.13	.00	71.2

Results in Table (1) showed that the total mean level of self-concept is medium (*Mean = 3,56 and Percentage = 71,20%*). The dimension family self-concept has ranked the highest one among the participants (*Mean= 3.83 and Percentage 76.6%*). While the social self-concept has ranked the lowest one among the participants (*Mean=3.33 and Percentage 66.6%*).

Q2. What is the level of the achievement motivation among the handicapped students?

Table (2) results of one sample test for level of achievement motivation

Dimension	Mean	t	Sig	100%
"The Perseverance"	3.63	2.52	.00	68.6%
"A goal to be achieved by the individual"	3.57	2.07	.00	77.4%
"Responsible feeling"	3.31	2.19	.00	74.2%
"Competition"	3.20	2.27	.00	64%
Total	3.51	2.26	.00	70.2%

Table (2) showed a medium level of achievement motivation among the participants, and the participant's motivational dimensions were arranged as: "Perseverance, a goal to be achieved by the individual, responsible feeling, and competition.

Q3. What is the nexus of self-concept and achievement motivation among handicapped students?

The "Pearson Correlation Coefficient" was run to explore the relationship between self-concept and achievement motivation among, as self-reported by handicapped students. As shown in below table (3), the results presented a weak positive correlation between self-concept and achievement motivation and its dimension, the (r) values rating between $r = .13$ to $.34$ and significates at $\leq .05$.

Table 3: Results of "Pearson Correlation Coefficient"

Dimensions	The perseverance	"A goal to be achieved by the individual"	"Responsible feeling"	"Competition"
Family self-concept	.19*	.22*	.21*	.22*
Body self-concept	.21*	.24*	.23*	.21*
Ethics self-concept	.27	.17*	.16*	.20*
Personal self-concept	.34*	.31	.13*	.19*
Social self-concept	.20*	.19*	.18*	.29
Self-criticism	.25*	.22*	.28*	.27*

* Sig at ($\alpha \leq 0.05$)

Q4. Is there a statistically significant difference in levels of self-concept and achievement motivation among handicapped students based on their gender variable?

Table (4) "Independent Sample t-tests for the gender variable"

Dimensions	Gender	N	Mean	St.d	t	Sig
Self-concept	Male	41	3.68	.351	-2.83	.09
	Female	35	3.72	.372		
Achievement motivation	Male	41	3.17	.383	-1.25	.12
	Female	35	3.26	.394		

* Sig at ($\alpha \leq 0.05$)

Table (4) indicated no significant difference in levels of self-concept and achievement motivation among handicapped students based on their gender variable.

Discussion

This study was designed to examine the nexus of self-concept and achievement motivation among handicapped students. In addition, it explores whether there is a significant difference in levels of self-concept and achievement motivation among handicapped students based on their gender variable. The findings of the study revealed that showed that the total mean level of self-concept is medium. The dimension of family self-concept has ranked the highest among the participants. While the social self-concept has ranked the lowest one among the participants. Furthermore, there is a medium level of achievement motivation among the participants, and the participants' motivational dimensions are arranged as: "Perseverance, a goal to be achieved by the individual, responsible feeling, and competition.

The results also find a weak positive correlation between self-concept and achievement motivation and its dimension. Moreover, no significant difference in levels of self-concept and achievement motivation among handicapped students based on their gender variable. The findings can explain according to, the relationship between self-concept and achievement motivation among handicapped students is bidirectional. A positive self-concept can enhance motivation, as students who have confidence in their abilities may be more likely to set and work towards academic goals. Conversely, high achievement motivation can positively influence self-concept by reinforcing a sense of competence and self-worth. the handicapped students may face unique challenges that can impact both their self-concept and achievement motivation. These challenges can include discrimination, stigma, physical or cognitive limitations, and the need for accommodations or support services. These factors can affect how they perceive themselves and their motivation to achieve academically. Finally, the nexus of self-concept and achievement motivation among handicapped students is a multifaceted area of study that is essential for improving the educational experiences and outcomes of these students. Recognizing the unique challenges, they face and providing the necessary support can help enhance their self-concept, motivation, and overall well-being. These findings agree with the findings of Adel and Mutasim (2020) which found that the self-level of the physically handicapped is above the middle. Also, the findings of

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