

**THE DEVELOPMENT OF NON-FORMAL
EDUCATION ACTIVITIES MODEL BASED ON
MCCLELLAND'S ACHIEVEMENT MOTIVATION
THEORY TO ENHANCE ACHIEVEMENT
MOTIVATION, SELF-CONCEPT, AND
INCREASING ENGLISH ACHIEVEMENT SCORES
OF NON-FORMAL EDUCATION LEARNERS**

Sunida Siripak¹

Kiattiwat Amatayakul²

Taweewat Pitayanon³

Abstract: This study was aimed to develop the non-formal education activities model based on David C. McClelland and Neo-Humanist model to enhance achievement motivation, self-concept, and increasing non-formal education learners' English achievement scores. Independent samples t-test was conducted to compare the result of achievement motivation, self-concept, and English achievement scores between the experimental group and the control group. Multiple regressions were used to pinpoint the best predictors. In addition, this study indicated the factors and the conditions of the implementation of the non-formal education activities model.

Keywords: Achievement Motivation, Underachievement, Neo-Humanism, Non-Formal Education

Introduction

The last the decade, non-formal education in Thailand has been rapidly developed. Existing literatures show that there are an increasing numbers of the non-formal education learners. However, numbers of the students who are graduated are very few. An important reason is that non-formal education, learners, academic achievement were low and did not pass the criteria. There are many studies conducted on the learners' conditions that got low academic achievement. The reason that learners are not successful and not interested in studying does not mean that those learners do not apply their existing abilities or knowledge at maximum benefits. This condition is so called, "underachievement".

Learners who have academic achievement lower than their own ability or underachievers are the characteristics of incongruence between academic achievement, level of intelligence and ability of learners in which they are the persons with intelligence and ability in a high level, but academic achievement in a low level where

academic achievement was deviated from level of ability that is measured or estimated negatively.

Tolor (1969) concluded on the research in finding groups of learners who have underachievement, by using discrepancy model from discrepancy between ability of persons that are measured or estimated (often general IQ test or ability test or academic aptitude) and academic achievement (often the scores from achievement test or total score, grade or study result reported by teachers). Underachievement among learners with IQ at a moderate level or above is found not less than approximately 26 percent, and higher in learners with IQ or ability at a higher level. (see figures in next page)

In categorizing learners who are overachievers, adequate achievers, and underachievers by comparing the measured or estimated ability of individuals with academic achievement, it can be written in Figure as follows: (Annesley, 1970)

For underachievers, when compare the measured or estimated ability with academic achievement, it is found that learners with academic achievement lower than the measured or estimated ability, and haven't had any capacity development or apply their own ability fully in beneficial ways.

Underachievers usually lack an effort (often male more than female), and have less emotional adjustment ability, often have more personal problems, aggressiveness, and negative attitude towards learning and teachers. They do not usually think of themselves and have negative self-concept.

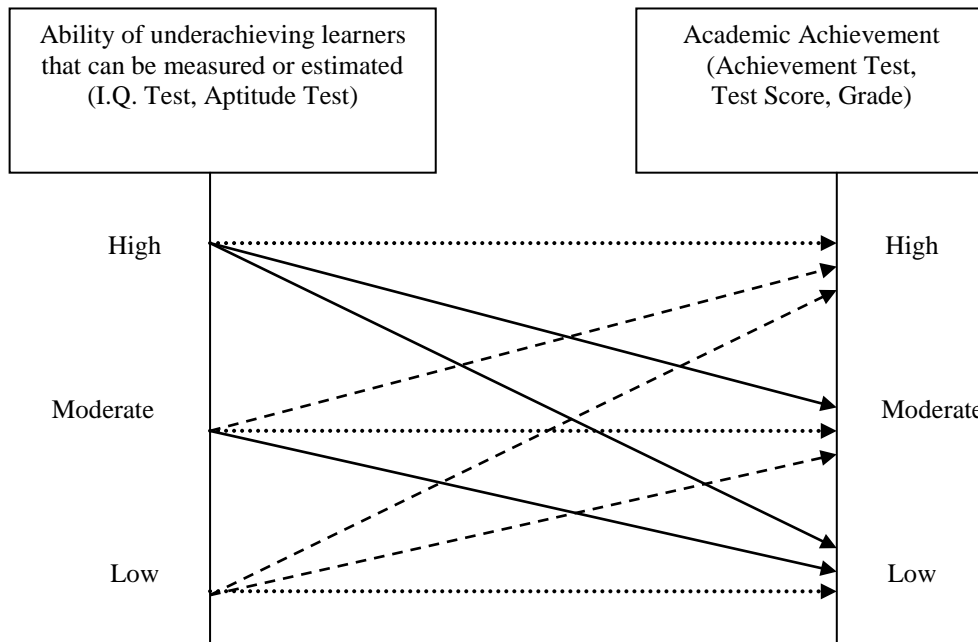
When studying related to the cause of underachievement, there are many researchers in foreign countries while results are significant that underachievement has the relationship with self-concept and achievement motivation, social behavior, and general interests the most. Characteristics are negative self-concept, low achievement motivation, problem of socializing with friends and social acceptance, and interests that indicate level of maturity and boundary different from normal achievers. Components that have the relationship with underachievement and are highly important variables in an instruction are achievement motivation and self-concept. Research findings are consistent that learners who are underachievers are learners who have low achievement motivation and negative self-concept when comparing with learners with normal academic achievement.

Self-concept of learners and their academic achievement affect each other in which low achievement will result in negative self-concept of learners, which will lead to lower achievement. In contrast, high academic achievement will enable learners to have positive self-concept that will lead to higher academic achievement.

¹ Ph.D. Candidate in Non-formal Education, Faculty of Education, Chulalongkorn University, Thailand

² Assistant Professor, Ph.D., Lecturer, Faculty of Education, Chulalongkorn University, Thailand

³ Associate Professor, Ph.D., Special Lecturer, Department of Educational Research and Educational Psychology, Faculty of Education, Chulalongkorn University, Thailand



- indicate learners who are overachievers with academic achievement higher than level of their ability.
- - - indicate learners who are adequate achievers with as academic achievement as level of their ability.
- indicate learners who are underachievers with academic achievement lower than level of their ability.

Motivation and opportunity create perseverance and effort. Perseverance and effort will certainly bring about an achievement, and achievement will, in returns, become motivation.

This research, therefore, aims to develop activities model to enhance achievement motivation and self-concept to adjust negative self-concept of learners, and to increase motivation to become successful, which will lead to high academic achievement.

Self-Concept and Underachievement

Self-concept is the feelings about us; it is the belief deeply implanted into self-conscious mind that makes an individual believes what kind of person he/she is. Every emotion, feeling, action, behavior, attitude as well as abilities in various aspects are directly related to self-image.

Self-concept, therefore, has the relationship with success in many aspects of individuals. Positive thinking about oneself will enable learners to become more confident of their academic ability. At the same time, learners can apply the positive feeling about their academic ability to other subjects, which will create good work discipline and work success in the future.

If individuals have positive self-concept, it will enable them to have more confidence, feel that they are capable, intelligent and diligent, and rapidly perceive changes. In addition, self-concept will enable individuals to perceive new changes and are motivated to learn things as well as have self-confidence that they can succeed. On the contrary, individuals who are underachievers and are specified in the research to be the persons who have negative self-concept will have negative feeling or perception about themselves, and feel that they are

invaluable, lack of ability, and unable to genuinely understand what their standpoints are. These will make them confused about themselves and the way of lives, which is difficult to create motivation to succeed among individuals.

Activities model that is appropriate for instruction for underachievers are, therefore, important element that will enhance and develop positive self-concept to enable learners to have self-confidence, perceive and believe that they have ability to become successful. In this research, the activities model is developed, which emphasizes the climate of independence and relaxation, focuses on positive experience in learning, and has activities that can develop learners to have positive feelings and perceive value in them.

Neo-Humanism

Neo-humanism is one concept that is applied congruently with the "Thainess" background, which is different from general studies that focus on the development of learners to have academic knowledge or knowledge of professions and to have physical and mental development in an early level such as conscious mind. This is because human mind consists of three levels, which are conscious mind, subconscious mind, and super conscious mind. Each level of mind works differently. According to neo-humanism, subconscious mind is the most crucial for different behaviors of human, and important for change of self-image.

The power of subconscious mind is extremely tremendous and valuable. It works secretly to control the nervous system, hormones of the body, muscular system, and internal organs. These systems will control behavior,

habits, emotion as well as personality of individuals. This is consistent to the concept of Sarkar (1984) who mentioned about operation system of subconscious mind that it is responsible for record the data entered into life through five senses, and then stimulate an individual to express behaviors that are related to the data that subconscious mind has stored. Operation system of subconscious mind can categorized persons into two characteristics, which are persons with negative subconscious mind, and persons with positive subconscious mind.

Persons with negative subconscious mind will have behaviors as well as personality prone to negative aspects such as lack of confidence, fear, always have an excuse by finding reasons to support to explain that they do not have ability, and always suspicious and worry. The consequences may result in difficulty to find success in life and problem of socializing with others. Some often express in a stubborn way or become self-willed. In contrast, persons with positive subconscious mind will have behaviors or personality prone to positive aspects such as having self-confidence, self-value, and good encouragement, listening to opinions of others, discreet, and considerate. It can be said that various data that are stored in subconscious mind are the identifier of self-image as well as attitude, habits and behaviors of individuals.

Change of self-image to become positive based on neo-humanism is, therefore, related to operation system of subconscious mind; that is the establishment of positive feelings about oneself in replacement of negative feelings, by using the combination method both the training of consciousness power to create concentration, and relaxation to create trance through asana, music, and imagination. The training of imagination is to perceive positive pictures of oneself and the use of positive words is to create positive feelings of one.

Motivation and Self-Concept

Motivation is what drives a person into doing something. When studying motivation, it is useful to differentiate between two basic orientations, which are extrinsic versus intrinsic orientation towards learning. An extrinsic orientation towards learning is characterized by a concern with external reasons for working, such as the judgment of others regarding one's performance, grades, or some anticipated reward. (Goldberg, 1994). Intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning, and the belief that effort increase one's ability and control (Fincham & Cain, 1986).

Many researchers have explored the connections between motivation and self-concept because the combination of the two constructs seems to provide a more comprehensive account of individual behavior (Ford, 1992, Pintrich, 1988). Ames (1992) suggested that the motivation to achieve desired goals (effort put into) influences the self-concept perceptions. The expectation to do well is determined by the individual's perception of the relationship between effort and belief of their self-

competence. Dweck (1986) suggested that goal orientation influences the overall perception of self-image and effort that individuals that goal orientation influences the overall perception of self-image and effort that individuals put into. Attribution theories attempt to explore the effects of understanding the causes/reasons why something is happening in life and how self-concept is influenced due to the interaction between cognitions and emotional needs (Weiner, 1972, 1979) Covington (1985) proposed that perceive self-worth related to the individual's behavioral patterns. McClelland and Winter (1969) found that the variable of "being in charge of a business" as opposed to being employed, predicted whether business managers would be more likely to take action. Langens (2001) revisited the originals study by McClelland and Winter (1969) and found that higher motivation to take action related positively to the degree of discrepancy between the actual and the ideal self-image. The research findings on self-concept and motivation suggest that behavioral outcomes are dependent on a higher need for achievement with a high actual self-concept and a small difference between actual and ideal self-image.

Achievement Motivation

Research on modern education gives an importance to intrinsic motivation because it is an inner drive of individual. If learners have intrinsic motivation, it will help to adjust behaviors of learners perpetually as there is a saying that "encouraging children's intrinsic motivation can help them to achieve academic success" (adelman, 1978; adelman & taylor, 1986; gottfried, 1983, 1985).

For almost a decade, many psychologists have given importance to one motivation, which is called "achievement motivation", as one of the components that stimulates learners to have different behaviors and creates readiness for individuals to have appropriate behaviors that aim for goal. It also stimulates individuals to willingly learn and acts as a driving force of individuals to have a higher status, responsibility, and higher needs for achievement.

Some people have an intense desire to achieve while others are not so keen about achievement. David C. McClelland had studied this phenomenon for over twenty years at Harvard University and proposed his Achievement Motivation Theory (Also called Manifest Need Theory).

McClelland classified such needs into three broad categories, including need for power, need for affiliation, and need for achievement.

Need for achievement (n-ach) consists of seeking achievement, attainment of goals and advancement, strong need for feedback, and sense of accomplishment and progress

Need for affiliation (n-affil) consists of need for friendships, interaction and to be liked.

Need for power (n-paw) consists of authority motivated needs to influence and make an impact, strong need to lead and to increase personal status and prestige.

McClelland (1987) perceived an importance of achievement motivation more than other types of motivation since achievement motivation is an important component that drives individuals to have needs for higher status, responsibility and achievement. He pointed out that motivation that is highly important and should be implanted among citizens is achievement motivation. Individuals who have needs for high achievement must have a driving force that drives them to have an effort and tolerance to overcome obstacles and to attain achievement according to their goals as well as try to do things based on a great standard. A consequence of having high achievement motivation is that it will enable the country to have economic advancement rapidly.

Achievement Motivation and Academic Achievement

A number of studies have shown a moderate-to-strong relationship between academic achievement and motivation (Skaalvik & Rankin, 1995). Rampaipan Theeraniti (1971) studied the relationship between achievement motivation and academic achievement by randomly sampling with 240 students from Suan Sunandha Teachers' College, Pra Nakorn Sri Ayudthaya Teachers' College, Chachoengsao Teachers' College, and Nakornpatom Teachers' College. The measurement of achievement motivation was conducted by means of Hermans's Test. Academic achievement was considered from an average score of the first semester of Academic Year 1971 and was analyzed by Pearson's Product Moment Coefficient of Correlation and t-test. Result showed that 1) Achievement motivation had the relationship with academic achievement at statistically significant level; 2) Students with high and low academic performance had different achievement motivation at statistically significant level and; 3) Level of achievement motivation between male and female students was indifferent at statistically significant level.

Characteristics of Person with High Achievement Motivation

Characteristics of person with achievement motivation based on McClelland's theory are as follows:

1) Individual responsibility: Persons with high achievement motivation will try to work successfully for their own pleasure, not in an expectation to gain praise from others. They like situations that they can use individual responsibility to find ways in dealing with problems.

2) Moderate risk-taking: It is an expression of individual characteristics that have absolute decision-making in doing possible things and in appropriation to their ability, having courage to take risks, doing everything with confidence and not relying on superstitious or miracle, and aiming to work for achievement rather than doing to prevent from failure.

3) Energetic or diligent to do new things: Persons with high achievement motivation are not always diligent but they have an effort and tolerance for challenges to their ability to the work that requires thoughtfulness as it will make them feel that they have completed an important work successfully. They like to work among problems

rather than run away from achievement and run into an opportunity.

4) Anticipation of future possibilities: Persons with high achievement motivation are those with long-range planning because they can foresee more than persons with low achievement motivation can.

5) Organization skill: Persons with high achievement motivation are those with organization skill.

6) Knowledge of result decision: Persons with high achievement motivation will follow up with the result of their actions, not just estimating the result, and after obtaining feedback, they will try to do it better.

Activities Model

Activities model of this research was developed from the model of McClelland and his colleague. It has been used in many different setting with many different types of individuals which primarily targets are the achievement drive competency.

First, on the first day of the program, the participants are informed of the objectives, intended to increase the strength of their achievement motivation and confidence. Second, describing what achievement motivation is, the characteristics of people with strong achievement motivation, and the relation of achievement motivation to success in academic achievement and managerial work are in this process. The next session begins with practicing "achievement thinking". The participants write a new set of stories, trying to saturate them with achievement relate thinking and devoted to the topic of personal goal and goal setting. Fourthly, most of the day is devoted to the next activity: playing a business game. During the game, the participants are scored on several criteria, and at the conclusion of the game, they receive feedback on their individual scores. Then they discuss how their scores related to their level of achievement motivation and performance. A fifth session, is for the participants to relate the achievement behavior model to their own behavior, self-concept, and goals. Sixth, the program helps participants develop a personal action plan. Finally, the program provides participants with feedback on progress toward achieving goals.

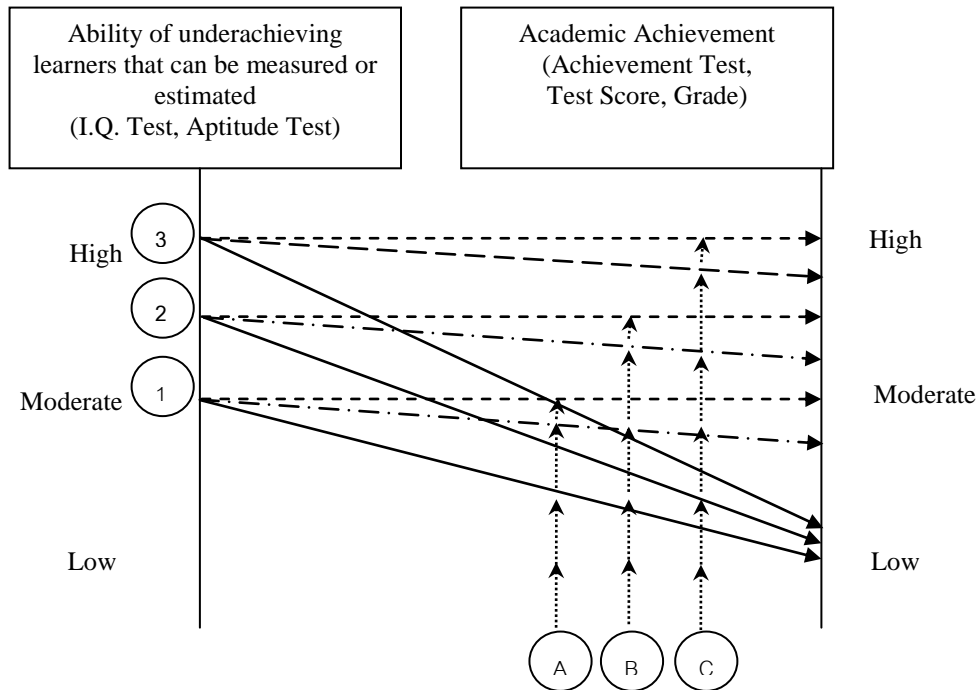
In organizing activities based on McClelland's model, the researcher combined with Neo-humanist concept throughout the program in which activities that were added to adjust positive self-concept such as yoga, asana, brain wave adjustment, and using positive words and imagination in order for participants in activities to have positive feelings about themselves, have more self-confidence as well as eliminate negative feelings from the participants.

As previously mentioned, it can be seen that the components that the researcher used in this study are all correlated because positive self-concept will contribute to self-acceptance and perceived self-value, which bring about self-confidence and motivation in learning. On the other hand, the role of motivation will result in an effort to create good learning habit, leading to educational success.

This success will further bring about social acceptance, which will help create positive self-concept while its role will also turn into motivation.

According to such reasons, the researcher is interested in studying about the method of building motivation and promoting self-concept among learners in order to establish English learning interests. Therefore, the concept of achievement motivation and self-concept of

students in education and effects on academic achievement are considered as an important issue of effective learning. If the researcher is able to enhance motivation and self-concept among learners who are underachievers, it should enable learners to have academic achievement similarly or equivalently to genuine capability of learners in this group, as illustrated in the figure below.



- 1 — indicates learners who are underachievers with academic achievement lower than level of ability in the first characteristic.
- . . . indicates learners who are underachievers but are developed in motivation and self-concept to a similar level to level of ability.
- - - indicates learners who are underachievers but are developed in motivation and self-concept to an equivalent level to level of ability.
- A → organization of activities to enhance motivation and self-concept in underachievers in the first characteristic.
- 2 — indicates learners who are underachievers with academic achievement lower than level of ability in the second characteristic.
- . . . indicates learners who are underachievers but are developed in motivation and self-concept to a similar level to level of ability.
- - - indicates learners who are underachievers but are developed in motivation and self-concept to an equivalent level to level of ability.
- B → organization of activities to enhance motivation and self-concept in underachievers in the second characteristic.
- 3 — indicates learners who are underachievers with academic achievement lower than level of ability in the third characteristic.
- . . . indicates learners who are underachievers but are developed in motivation and self-concept to a similar level to level of ability.
- - - indicates learners who are underachievers but are developed in motivation and self-concept to an equivalent level to level of ability.
- C → organization of activities to enhance motivation and self-concept in underachievers in the third characteristic.

Personnel development can be done through proper learning organization, by trying to assess different methods to encourage learning in individuals for self-development. Gesinde (2000) stated that motivation and self-concept can be learned during a socialization process and learning experience, which are varied and different among individuals. Persons with high learning motivation will develop needs for achievement and have academic achievement in a high level. On the contrary, persons with low motivation will be able to develop needs for achievement and have academic achievement in a low level. Learning process and motivational methods of learners are, therefore, important since characteristics of behaviors of individuals will be derived from motivation as a driving force. Furthermore, to develop learners to become effective learners and the persons who have a desire for success, have determination for self-development both physically and psychologically, are able to overcome all obstacles and never give up when encountering failure, aim for personal disengagement and creating a good society as a whole, it requires a support for individuals to have positive personal image. This is because it illustrates confidence that individuals have in ability and importance, be able to act as a successful person and perceive self-value as well as enhance motivation to success, which is the motivation stemmed from intrinsic factors of that person. This will consequently bring about permanent behavioral changes, leading to self-development and becoming a full-of-capacity person.

Objectives:

(1) To develop the non-formal education activities model for enhancing achievement motivation, self-concept, and increasing English Achievement scores of Non-Formal Education learners.

(2) To compare the result of achievement motivation, self-concept, and English Achievement scores between the experimental group and the control group.

(3) To investigate the factors and conditions of the implementation of non-formal education activities model to enhance achievement motivation, self-concept, and increasing English achievement scores of non-formal education learners.

Research Hypotheses

1. Non-formal education students who participated in the developed non-formal education activities model will have the development in terms of achievement motivation, self-concept and increasing English Achievement scores based on pre-test and post-test at statistically significant level.

2. Non-formal education students who participated in the developed non-formal education activities model will have the development in terms of achievement motivation, self-concept and increasing English achievement scores higher than students in the control group who do not participate in activities.

Methodology

Populations included in this study were non-formal education students through distance education at secondary level. The 40 selected students were those enrolled for the first semester in academic year 2010, and used to enrolled for English subject in the second semester in academic year 2009 with academic achievement score less than 50 from the total of 100 score or did not pass education standard criteria specified by Distance Education Institute. Populations were divided into two groups, including experimental group and control group; each group consisted 20 students. An Independent samples (t-test) was conducted to analyze the data if there was a significant difference and where the difference occurred. Multiple regressions were used to pinpoint the best predictors.

Expected Outcomes

1. This research will develop the non-formal education activities model for improving instruction of English subject, by considering psychological components and different characteristics of learners that will lead to academic achievement in English.

2. This research provides the model that can be used as a guideline for the development of the non-formal education activities model for improving English instruction of non-formal education learners to enhance achievement motivation, self-concept, and academic achievement in other subjects in order to create more effectiveness in instruction.

3. This research is foundation on overview for studying related factors in implementing the developed non-formal education activities model in order to improve and implement in the other contexts as well as extend the implementation in other target groups.

References

- Annesley, Fred et al. (1970). Identifying the First Grade Underachiever. *The Journal of Education Research*, 459-462
- Adelman, H. S. (1978). *Predicting Psych educational Problems in Childhood Behavioral Disorder*, 3, 148-159.
- Covington. M. V. & Omelich. C. L. (1979). Are causal attributions causal? A Path Analysis of the cognitive model of Achievement Motivation. *Journal of Personality and Social Psychology*, 37, 1487-1505.
- Dweck, C. S. (1980) Motivational Process Affecting Learning. *American Psychologist*, 41(10): 1040-1048.
- Fincham, F. & Cain, K. (1986). Learned helplessness in humans: A developmental analysis. *Developmental Review*, 6, 25-86
- Gesinde, A. M. (2000). Motivation. In Z. A. A. Omideyi (Editor). *Fundamental of Guidance and Counseling*. Kanead Publishers: Ibadan.
- Langens, T. A. (2001). Predicting behavior change in Indian businessperson from a combination of need

- for achievement and self-discrepancy. *Journal of research in personality*, 35, 339-352.
- McClelland, David C. (1987). *Human Motivation*, 1987, Cambridge University Press, Cambridge.
- Pintrich, P. R. (1989). The dynamic interplay of student motivation and cognition in the college classroom. In C. Ames & M. Maehr (Eds.), *Advances in motivation and achievement: Vol. 6. Motivation enhancing environments* (pp. 117-160) Greenwich, CT: JAI Press.
- Sarkar, P. R. (1984), *Human Society. Vols. I and II*. (Ananda Marga Publications, Calcutta, India).
- Shalvik, E. M., & Rankin, R. J. (1995). A Test of the Internal Frame of Reference Model at different levels of Math and Verbal Self-Perception. *American Educational Research Journal*, 32, 161-180.
- Tolor and Griffin, (1969). Psychology in the Schools. *Journal of School Psychology*, pp. 59-62
- Weiner. B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology*, 71, 3-25.