

Achievement motivation among secondary school students in relation to their self-efficacy

Kuljeet Kaur Brar¹, Preety Antil²

¹ Assistant Professor, Department of Education, USOL, P. U, Chandigarh, India

² Research Scholar, Department of Education, (SRF), P. U, Chandigarh, India

Abstract

Achievement motivation and self-efficacy are considered as major variable that affects academic success of a student. This study is an attempt to investigate relationship between achievement motivation and self-efficacy. The study is also designed to find out gender differences in both the variables. Achievement motivation scale (n-ach) developed by Deo and Mohan (2011) scale and Self-efficacy questionnaire (SEQ) developed by Muris (2001) was used to measure the achievement motivation and Self-Efficacy of the school students respectively. T-test was used to check the significant difference and Karl Pearson's coefficient of correlation was used to find out the relationship between variables. The results suggested that there is a significant correlation between achievement motivation and self-efficacy. However, finding of the second and third hypotheses shows no significant difference in achievement motivation and self-efficacy among senior secondary school students.

Keywords: achievement motivation, Self-efficacy and secondary school students

Introduction

Academic performance and learning behaviour of a student is influenced positively by achievement motivation (Cho, Weinstein & Wicker, 2011) [7]. Achievement motivation referred to three different needs that promotes an adolescent to perform well in academic area These three need are developed with time (Story, Hart, Stasson & Mahoney, 2009) [18]. This three needs are: a need to achieve; a need to affiliate; a need to power (McClelland, 1961) [13]. An adolescent is at the stage of rapid growth, Achievement Motivation directly and indirectly relate with every aspect of personality either it is mental health or self-efficacy. Self-efficacy is 'a personal judgement of how well one can execute courses of action required to deal with prospective situation' (Bandura, 1982) [4]. Researchers have clearly established the validity of self-efficacy as a predictor of student's motivation and learning. Self-efficacy belief also affects thought patterns and emotional reaction. People with high self-efficacy indulge in activities in a peaceful manner (Kumar, 2006) [11]. They will participate in these activities with deep interest. Self-efficacy motivates students to learn through their self-regulatory process for making choices in goal setting (Zimmerman & Martinez-Pons, 1990). Strength of self-efficacy means the amount of certainty about performing a task. High self-efficacy can affect motivation in both positive and negative ways. People with high self-efficacy are more likely to make efforts to complete a task and to persist longer in efforts than the people with low self-efficacy (Bandura, 1977) [2]. Low self-efficacy can lead to a state of mind in which it is believed that no amount of effort will make a difference in the success of the task (Seifert & Sutton, 2011) [15]. Students experience an initial sense of self-efficacy and make a commitment to attempt the goal. This performance in turn is reflected in performance. The review of the literature of past research on gender difference in self-efficacy suggested that difference on gender self-efficacy may be an important variable affecting Achievement Motivation. Kumar, Lal (2006) [11] & Huang

(2013) [10] documented that the same that female exhibit higher self-efficacy in arts and language. Meanwhile, males exhibited higher self-efficacy in mathematics, computer and social sciences. The present study is an attempt to investigate gender difference at adolescent age in achievement motivation and self-efficacy. Here the researcher also investigated the relationship of the variables: achievement motivation and self-efficacy.

Objectives

- To study relationship between achievement motivation and self-efficacy.
- To find out gender differences in achievement motivation among senior secondary students.
- To find out gender differences in self-efficacy among senior secondary students.

Hypotheses

- There is no significant relation between achievement motivation and self-efficacy.
- There is no significant difference exists between male and female of achievement motivation variable.
- There is no significant difference exists between male and female of self-efficacy variable.

Methodology

For the present study, descriptive survey method was employed to investigate the relationship of achievement motivation and self-efficacy.

Sample

The population of this research was senior secondary students from government schools of Chandigarh. After identification of government senior secondary schools in Chandigarh, a sample of the 142 students was randomly selected to administer the research tools. The sample includes 71 males students and 71 females students ranged between the age of 15-18.

Delimitations of the study

The study under investigation was delimited to the following:

- The study was delimited to government senior secondary school students of Chandigarh (U.T.) only.
- The study was bounded to XI class students only.
- The study was further delimited to variables of achievement and self-efficacy only.

Tools

Achievement motivation scale (n-ach) developed by Deo and Mohan (2011) scale was used to study factors suitable for measuring the achievement motivation. It consists of 50 items as suggested by McClelland and Atkinson. To assess the self-efficacy of the school students, a questionnaire on Self-efficacy (SEQ) developed by Muris (2001) was used. Three components of self-efficacy viz. Academic self-efficacy, emotional self-efficacy and social self-efficacy are covered in the test. A total of 24 items were constituted in the test.

Statistical Techniques

T-test was used to check the significant difference and Karl Pearson’s coefficient of correlation was used to find out the relationship between two variables.

Results and Discussion

Table 1: showing Mean, S.D and Correlation between Achievement Motivation and Self-Efficacy.

Variables	Mean	S.D	Correlation
Achievement Motivation	126.19	18.35	0.82
Self-Efficacy	98.52	14.87	

Table 2: showing Mean, S.D and Correlation between Achievement Motivation and Self-Efficacy.

Variable	Gender	N	Mean	S.D	t-test
Achievement Motivation	Male	71	126.77	17.59	0.63
	Female	71	125.32	18.90	

Df= 140, at 0.05 level, t-value= 1.98 and at 0.01 level, t-value= 2.61

Table 3: showing the Mean, S.D and t-value of boys and girls on the variable of Self-Efficacy.

Variable	Gender	N	Mean	S.D	t-test
Self-efficacy	Male	71	97.23	99.61	0.34
	Female	71	16.60	13.06	

Df= 140, at 0.05 level, t-value= 1.98 and at 0.01 level, t-value= 2.61

The results presented in Table no. 1 shows the data for hypothesis 1. The r-value for achievement motivation and self-efficacy was found 0.82 that shows positive correlation between both the variables. Results found in present investigation are consistent with previous researches, which document that there is a highly significant relationship between the two variables. Past researches (Bushra & Ghazanfar, 2014) also strongly relate self-efficacy to motivation to learn for achievement. Another study (Tenaw, 2013) confirm that students with higher level of self-efficacy are more successful in completing their tasks and display better achievement.

Table no. 2 showed that the calculated t-value (0.63) is lesser than t-value calculated from table at 0.05 level (1.98)

and 0.01 levels (2.61) of significance on the variable of Achievement Motivation. This showed that there was no significant gender difference exists on the variable of achievement Motivation. So, the null hypothesis is accepted. Previous research by Deva kumar (2018) [9], Shekhar and Devi (2012) [16] showed that male and female differ on achievement motivation. Liu and Zhu (2009) [12] reported that male score higher on achievement motivation scores and the difference are significant.

Table no.3. Showed that the calculated t-value (0.34) is lesser than t-value calculated from table at 0.05 level (2.00) and 0.01 (2.65) level of significance on the variable of Self-Efficacy. This showed that there was no significant gender difference exists on the variable of Self-Efficacy. So, the null hypothesis is accepted. With regard to gender, studies reveal mix finding. Some researchers reported gender difference in self-efficacy favouring boys (Anderman & Young, 1994 [1]; Meece & Jones, 1996 [14]; Bushra and Lubna, 2014) [6] and a few researches showed gender difference favouring female (Britner & Pajares,2001) [5]. Smith, Sinclair & Chapman (2001) found no gender difference on the variable if self-efficacy, which supported the result of this study. The findings of the present study are in contradiction with stereotyping of males in the society, as the results of this study do not record significant gender difference in achievement motivation and self-efficacy. The study was conducted on small size of sample of government schools only. Still, the results of the study provide a glimpse towards a social change that is an indicator of social structure in upcoming time. Implications of study can lead to improvement curriculum at school level and it can lead to teachers towards adopting new teaching techniques to improve self-efficacy.

Conclusion

The study provides empirical evidence of definite relation between achievement motivation and self-efficacy. However, the results of the study did not confirm gender difference in achievement motivation and self-efficacy.

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