

Achievement Motivation Of Secondary School Students In Relation To Their Self-Efficacy

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ABSTRACT

The present study is an attempt to study the achievement motivation of secondary school students in relation to their self-efficacy. A sample of 600 (300 male and 300 female) secondary school students was taken on the basis of multi-stage random sampling. Self-Efficacy Scale by Dahiya and Kumari (2018); and Achievement Motivation Scale (n-Ache) by Deo and Mohan (2018) were used to collect the data. Mean, Standard Deviation, 't' test and Karl Pearson's Product Moment Coefficient Correlation were used to analyse the data. It was found that achievement motivation of secondary school students with high self-efficacy are found more achievement motivated than those secondary school students with low self-efficacy and a significant and positive relationship between achievement motivation and self-efficacy of secondary school students. The present study will be very helpful to the educational planners, policy makers, administrators, teacher-educators and parents in particular and society in general in bringing about improvement in various skills of the secondary school students by strengthening their self-efficacy and achievement-motivation.

Keywords: Achievement motivation, self-efficacy, secondary school students.

Introduction

Self-efficacy is defined as a person's belief about one's ability to organize and execute course of action necessary to achieve a goal. In other words, persons with strong efficacy beliefs are more confident in their capacity to execute a behaviour pattern. Beliefs about Self-efficacy have a significant impact on our goals and emotional reactions. Higher Self-efficacy is also associated with more persistence, a trait that allows one to gain corrective experiences that reinforce our sense of Self-efficacy. Self-efficacy refers to the confidence people have in their abilities that they will be successful at a given task. Individuals who possess a high degree of Self-efficacy are more likely to attempt challenging tasks, to persist longer at them, and to put more effort in the process. If highly

efficacious individuals fail, they attribute the outcome to lack of efforts or an adverse environment. When they succeed, they credit their achievement to their abilities. Self-efficacy is the people's belief about their capabilities to produce designated level of performance that exercises influences over events that affect their lives. In functional terms Bandura (1986) suggested that efficacy expectations may predict whether or not one's action will be initiated, the amount of effort expended in pursuit of that activity, and the level of persistence in the 'face of obstacles'. Thus, Self-efficacy ultimately determines how an individual behaves, thinks and becomes motivated to be involved with particular roles. It also reflects students' judgment of capability to accomplish specific tasks.

Self-efficacy is related to how much effort individuals will extend and how long they will persist in the face of obstacle. People with a weak sense of Self-Efficacy are more likely to reduce or abandon their efforts in the fact of difficulty or initial failure, whereas those with a strong sense of Self-Efficacy are more likely to extend greater effort and persist longer in that effort when faced with difficulty or initial failure. People will be more inclined to take on a task if they believe that they can succeed. People generally avoid tasks where their Self-efficacy is low, but will engage in tasks where their Self-efficacy is high. People with high Self-efficacy in a task are more likely to make more of an effort and persist longer than those are low Self-efficacy.

Bandura showed that people of differing Self-efficacy are generally of the opinion that they are in control of their own life; that their own actions and decisions shape their lives. On the other hand, people with low Self-efficacy may see their lives as somewhat out of their hands. Self-efficacy influences how individuals think and react emotionally to others and their environment.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves to challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situation with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduce stress and lowers vulnerability to depression.

Self-efficiency is connected to how much effort individuals spend and how long they

remain faced with the problem. People with a limited feeling of self-efficacy are most likely to minimize or discontinue their efforts in the event of difficulty or early failure, whereas those with a high sense of autonomy will most likely expand their efforts and persist for longer in the case of difficulties or initial failures.

People are more likely to take on a task if they feel they can succeed. People tend to avoid tasks where their self-efficacy is low but where their self-efficacy is strong. Individuals with high self-efficiency in a task are more likely to do more and to last longer than poor self-efficiency. Bandura has shown that persons with different self-efficacy typically believe that they have control over their own lives; that their own activities and decisions affect their lives. On the other side, persons with poor self-effectiveness might see their lives out of hand. Self-efficacy impacts how individuals think and react to other people and the environment emotionally.

Self-effectiveness, therefore, is nothing but a "can-do" cognition that replicates power over the environment. It reflects the notion that it can manage demanding environmental beliefs by implementing adaptive measures. Self-effectiveness can help you manage some life stressors. Self-efficacy enables you feel extremely capable to make decisions and achieve academic achievement according to the theory and research.

A strong sense of efficacy improves human achievement and personal well-being in many ways. People with high levels of reliability regard tough jobs rather than threats to be avoided, as challenges to be overcome. Such an effective viewpoint creates a deep and inherent interest in activities. They set themselves hard goals and are committed to them. In the face of failure, they intensify and continue their efforts. After failures or reverse events, they rapidly regain their sense of efficacy. They ascribe insufficient effort or poor knowledge and skills to be acquired. They approach

dangerous situations with the certainty that they can control them. This effective attitude leads to personal achievements, reduces stress and reduces sensitivity to depression. The notion of self-efficacy is being able to imagine what you want to achieve at the level you want. Self-effectiveness involves assessing your talents on the basis of mastery criteria. It is your personal feeling of expertise in a given context. It focuses on the evaluation of your own skills in relation to objectives and standards and does not compare to the skills of others and builds on your particular prior mastery experiences.

Achievement Motivation

Achievement Motivation is one of the major aspects of man's personality. It is basic to good life. Being Achievement motivated makes one productive and gives self-respect. The prosperity of a country depends upon the people's need for achievement, which in turn determines its economic growth. In order to be successful in this competitive world, children must be Achievement-motivated.

The need to achieve is the springboard of on achievement-motive. This desire is as basic and natural as other biological or socio-psychological needs. However, in a competitive society, the desire to excel over others or achieve a higher level than one's peer is intensified which, in turn, may lead to a stronger drive or motive to achieve something or everything that is essential to beat others in the race and consequently experience a sense of pride and pleasure in one's achievement. The type of motivation produced by such desire for achievement is called the Achievement Motivation. The basis of Achievement Motivation is achievement motive, that is, the motive to achieve.

Achievement motivation means the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985). Theories underlying the processes of achievement motivation range from a cognitive focus on

individual personality traits and reaction to task difficulty to more socially based views on the role that parenting has on the development of achievement motivation. These approaches to studying achievement motivation vary in theoretical framework, yet each approach views achievement motivation as a process that occurs at the individual level.

Achievement motivation has been defined in many different ways, indicating its potentials for success. Some researchers have described achievement motivation as a unidimensional construct in which individuals are characterized as being at "high" or "low" ends of a motivational continuum (McClelland, 1985). McClelland (1985) suggesting that individuals with low achievement motivation have high levels of either affiliation motivation or authority and power motivation. Individuals with high achievement motivation are primarily concerned with how well they are doing, while individuals with high affiliation motivation concentrate more on the way people feel about them. Individuals with high authority and power motivation are most interested in increasing personal status and prestige.

Intrinsic and Extrinsic Motivation

Intrinsic Motivation refers to motivation that is driven by an interest or enjoyment in the task itself exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Explanations of intrinsic motivation have been given in the context of Fritz Heider's attribution theory, Bandura's work on self-efficacy, and Deci and Ryan's cognitive evaluation theory. Students are likely to be intrinsically motivated. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition in general is extrinsic because it encourages the performer to win and beat others,

not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives. Socio-psychological research has indicated that extrinsic rewards can lead to over-justification and a subsequent reduction in intrinsic motivation.

Review of Literature

Anand (2006) found that: (i) Girls have higher means of Achievement-Motivation scores than boys; (ii) Students belonging to different social categories i.e., scheduled caste and scheduled tribe and general did not differ significantly in their Achievement-Motivation; and (iii) Gender and social category did not interact significantly with regard to their Achievement-Motivation. **Anderson and Maninger (2007)**, in a study to examine 76 pre-service teachers' abilities, beliefs and intentions regarding technology integration found statistically significant changes in teachers' perceived abilities, self-efficacy beliefs, value beliefs and intentions to use software in their classrooms. **Awan (2011)** conducted a study to determine the achievement motivation and academic self-concept. The result revealed that achievement motivation and self-concept were significantly related to academic achievement. Significant gender differences were found which were in favour of girls. **Shkullaku (2013)** conducted a study on gender difference in self-efficacy and academic performance among 180 Albanian students from two different universities. Result revealed a significant difference between male and female self-efficacy. **Bhagat and Baliya (2016)** also found insignificant difference was found in the self-efficacy of secondary school students in relation to their gender and academic achievement. **Marsudi (2017)** showed that self efficacy and achievement motivation had positive and significant influence on performance, while perceived organization support strengthened the influence on performance of the lecturers of "A" accredited private universities. **Odame-Mensaw (2019)** revealed that respondents had positive self-efficacy. Further, analysis showed that self-

efficacy significantly predicted achievement motivation.

Justification of the Study

Motivation is built on emotions and goals connected to achievement. There are intrinsic types of motivation include extrinsic, psychological and psychological motivation. More negative motivation may alternatively be characterized as the urge to succeed or the success of greatness. Individuals will satisfy their wants with diverse ways and will succeed both inside and externally for various reasons. It is generally known that the motivation lies at the center of everything. If there is no motivation, no effort will lead to the underuse of our latent potential. It is extremely vital that our educational institutions give special attention not just to academics, but also to students' psychological wellbeing. Efforts should be taken to guarantee that students are motivated since they will also influence their performance and careers. However, the important question is how the students may be motivated, which elements impact motivation. It is thought that greater self-efficacy lead to greater motivation in students. Hence, an attempt will be made by the investigator to know the impact of self-efficacy on achievement motivation of secondary school students.

Objectives

1. To compare achievement motivation of secondary school students having high and low self efficacy.
2. To find out the relationship between self-efficacy and achievement motivation of secondary school students.

Hypotheses

1. There exists no significant difference in achievement motivation of secondary school students having high and low self efficacy.
2. There exists no significant relationship between self-efficacy and achievement

motivation of secondary school students.

Methodology

Keeping in view the objectives of the study, descriptive survey method has been used.

Population and Sample of the Study

The study aims at describing the self-efficacy in relation to some psychological characteristics of secondary school students. It, therefore, requires that data to be collected from the concerned categories of all secondary school students, who form the population of the study, on the basis of multi-stage random sampling. In the present study, 600 (300 male and 300 female) of secondary school students of 20 secondary school situated in four districts of the state of Haryana formed the sample.

Tools Used

- Self-Efficacy Scale by Dahiya and Kumari (2018)
- Achievement Motivation Scale (n-Ache) by Deo and Mohan (2018)

Statistical Techniques Used

Mean, Standard Deviation, 't' test and Pearson's Correlation Coefficient were used to analyse the data.

Data Analysis

The principal objective of the present paper is to see the impact of self-efficacy on achievement motivation among secondary school students. The difference in achievement motivation in relation to self-efficacy, and relationship between self-efficacy and achievement motivation are shown in Table 1 to Table 2

Comparison of mean score of achievement motivation in relation to self-efficacy

Table: 1 Mean score, stand ard deviation and 't' val ue o f achievement motivation of secoindary sihool stuidents having high and low self-efficacy

Types of Self-efficacy	Number	Mean	SD	t-value
Low self-efficacy	166	124.37	6.942	14.450**
High self-efficacy	281	143.48	16.182	

*Significant at 0.01 level

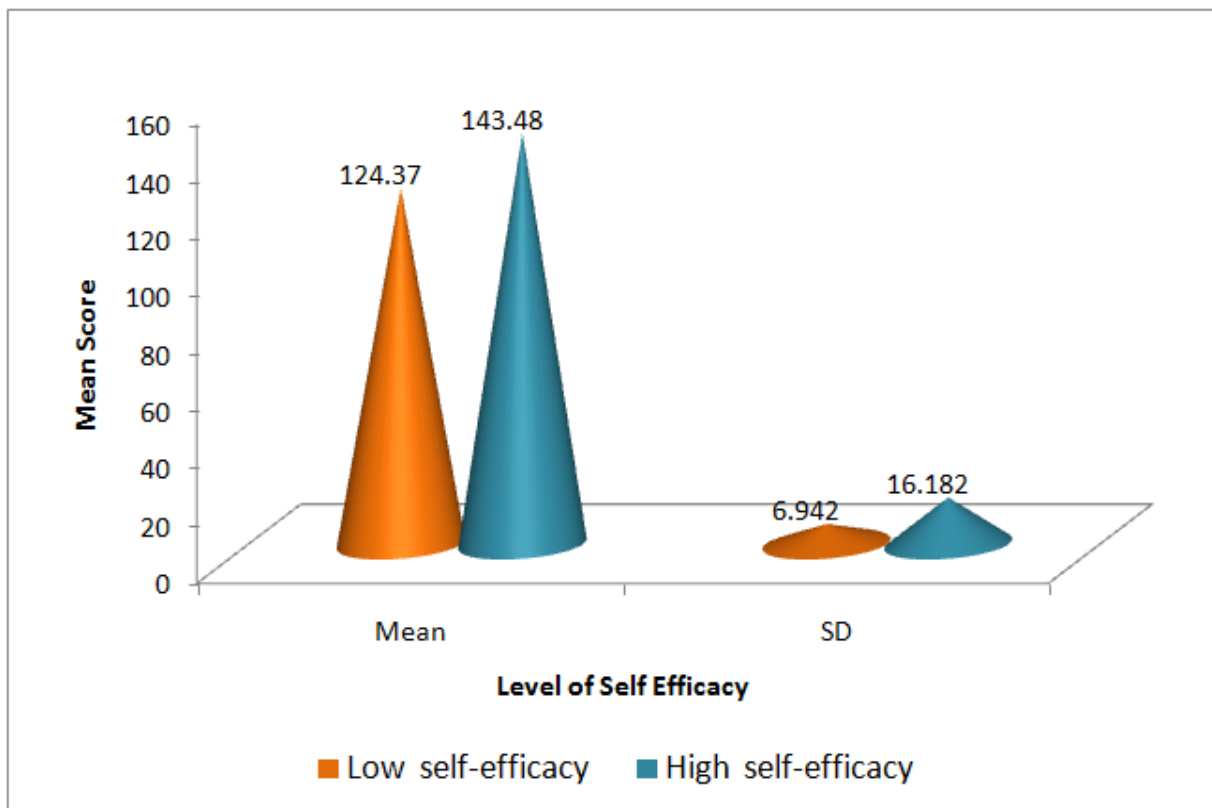


Fig. 1: Mean score of achievement motivation of secondary school students having high and low self-efficacy

Table 1 indicates that the mean scores of achievement motivation among secondary school students in relation to their self-efficacy. It indicates that the mean scores achievement motivation of secondary school students having low and high self-efficacy are 124.37 and 143.48 respectively. The 't' value comes out to be (14.450) which is significant at 0.01 level concluding that secondary school students having low and high self-efficacy are differ significantly on

Table: 2 Relationship between achievement motivation and self-efficacy among secondary school students

Variables	Number	'r'-value
Achievement motivation	600	0.572**
Self-Efficacy	600	

*Significant at 0.01 level

achievement motivation. As a result, the null hypothesis, "There exists no significant difference in achievement motivation of secondary school students having high and low self efficacy" is not retained. The higher mean score of students having high self-efficacy shows that they have more achievement motivation that those students having low self-efficacy.

Relationship between achievement motivation and self-efficacy among secondary school students

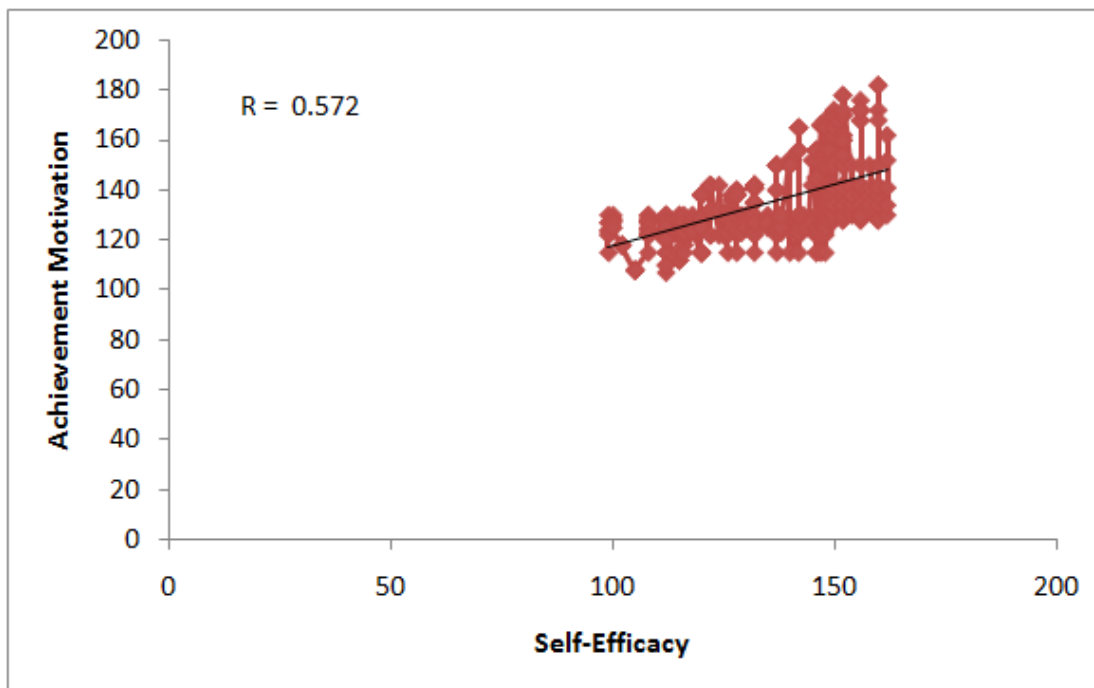


Fig. 2 Relationship between achievement motivation and self-efficacy among secondary school students

The table 2 revealed the relationship between achievement motivation and self-efficacy among secondary school students. It shows that 'r' value (0.547) is significant at 0.01 level of significance concluding that achievement motivation and self-efficacy had a significant and positive relationship. Hence the null hypotheses, "There exist s n o significant relationship between self efficacy and achievement motivations of secondary school students" is not retained. It may be concluded from the table that as increase in the score of self-efficacy, achievement motivation of students also increases and vice-versa.

Findings of the Study

1. There exist a significant difference in the level achievement motivation among secondary school students having high and low level of self-efficacy. The higher mean score of achievement motivation of secondary school students with high self-efficacy shows that they are more achievement motivated than those

secondary school students with low self-efficacy.

2. There exist a significant and positive relationship between achievement motivation and self-efficacy of secondary school students. It indicates that achievement motivation and self-efficacy of secondary school students are positively correlated with each other. So it could be concluded that secondary school students have higher level of achievement motivation if they are more self-efficacious. It can be interpreted that higher the self efficacy, higher the achievement motivation of secondary school students and vice-versa.

Discussion of Results

In the present study, it was found that achievement motivation of secondary school students with high self-efficacy shows that they are more achievement motivated than those secondary school students with low self-efficacy. The finding of the present research is supported by **Bandura and Cervone (1986)**, who stated that a low sense of self-efficacy should be associated with negative achievement behaviors (e.g., low effort and persistence). **Goroizidis and**

Papaioannou (2011) also found that mastery goal orientation on intention and behaviour were mediated by self-efficacy to achieve an educational aim, an end in itself, that is, the promotion of students' self-regulation in exercise settings. Another finding of the study stated that there exist a significant and positive relationship between achievement motivation and self-efficacy of secondary school students. It indicates that achievement motivation and self-efficacy of secondary school students are positively correlated with each other. This finding is in consonance with the findings of **Marsudi (2017)** who showed that self efficacy and achievement motivation had positive and significant relationship with each other, while **Odame-Mensaw (2019)** showed that self-efficacy significantly predicted achievement motivation. The present study will be very helpful to the educational planners, policy makers, administrators, teacher-educators and parents in particular and society in general in bringing about improvement in various skills of the teachers by strengthening their Self-Efficacy and Achievement-Motivation.

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