

RELATIONSHIP BETWEEN SELF -EFFICIENCY AND ACHIEVEMENT MOTIVATION AMONG ADOLESCENT STUDENTS

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Abstract - In recent years, assessing self-efficacy, a learned way of thinking, has emerged as a more widespread cross-cultural technique. In 1977, Albert Bandura published the first description of self-efficacy in the journal Psychological Review under the title "Self-Efficacy: Toward a Unifying Theory of Behavioural Change." The objective of the paper is to find whether there is any significant difference between self-efficiency and among the males and the females and also to find whether there is any significant difference between achievement motivation and among the males and the females. The present study is taking into consideration the school students in the age group of 14 to 17 years. The result of the study was that both the male and female students share similar self-efficacy and that there may be no significant difference in Achievement Motivation between the male and the female students.

Keywords : SELF –EFFICIENCY, ACHIEVEMENT MOTIVATION

1. INTRODUCTION

Assessing self-efficacy, a learned pattern of thinking, has turned out to be a more common cross-cultural practice in recent years. Several researches deem self- efficacy as vital for students not only for academic purposes and social adjustment, but also as fundamental to their personal adjustment and wellness (DeWitz & Walsh, 2002; Gore, 2006; Solberg & Villareal, 1998). On the other hand, achievement motivation, a cliché topic, continues to have practical importance in education, economy and human lives in general. For underprivileged families in particular, achievement motivation is an essential driving force for adolescents to excel in adverse environments, which may enable them to climb up the social ladder (Leung and Shek, 2018).

2. SELF-EFFICACY

Self-efficacy was first described by Albert Bandura in an article titled ‘Self-Efficacy: Toward a Unifying Theory of Behavioural Change’ in the journal Psychological Review in 1977. He proposed that self-efficacy beliefs are among the most important determinants of human behavior. Since the publication of the article in 1977, self-efficacy theory has steered thousands of researches

in psychological and related fields such as social work, nursing, education, management, communications, public health, organizational behavior and so on and so forth. Resulting from social cognitive theory, the construct of self-efficacy denotes the beliefs concerning one's ability to accomplish the tasks that one views as essential to attain desired goals. It is not concerned with the skills that one may have, but with evaluations of what one can do with those skills. Thus, self-efficacy is a substantial determinant of performance that operates in part independently of underlying skills. It involves a generative proficiency in which one needs to organize cognitive, people and behavior skills into cohesive courses of action. In psychological standings, self-efficacy is defined as a task-specific evaluation of one's ability to execute a successful course of action i.e., it reflects an individual difference variable. In functional terms, Bandura (1986) suggested that efficacy expectations may foretell whether or not one's actions will be initiated, the amount of effort expended in pursuit of that activity, and the level of persistence in the face of obstacles. People who think they can perform well on a task do better than those who think they will be unsuccessful. Differences in self-efficacy are associated with bona fide differences in skill level; however, efficacy perceptions also may be influenced by differences in personality, motivation and the task itself. Self-efficacious individuals consider themselves capable of performing any particular activity. It, therefore, partly determines people's actions, their decisions to engage in a task, to put forth effort and to persevere under failure.

3. ACHIEVEMENT MOTIVATION

The desire to excel : Motivation or the desire to accomplish difficult tasks and to excel is known as achievement motivation, also often termed need for achievement. For some people, achieving challenging tasks and realizing inordinate standards of excellence are enormously important. For some, just getting by is quite adequate. Achievement Motivation originated from the work of American psychologists David McClelland (1961) and his colleagues at Harvard University. They sought to know what pushes people toward achieving excellence (Smith, 2011). McClelland (1961) described Achievement Motivation (n-ACH) as an individual's constant chase to achieve excellence. He noted this energy inspired individuals to overcome challenges in the path of success. Need for achievement, need for affiliation, and need for power were documented as unique features of high achievers (McClelland, 1961). The need for affiliation revealed an individuals' need to belong and be liked. The need for power displayed an individuals' desire to have control and authority over one's own and others' environment. McClelland (1961) viewed achievement motivation as an essential component for human development. However, he believed n-ACH was not associated with the number of accomplishments; rather it was a measure of an individual's aspiration to accomplish success.

4. LITERATURE REVIEW

4.1 Mumthas, (2001) The author has conducted a study on the relationship between psychological variables and achievement in Mathematics. For this, the research study was conducted on students from secondary schools in the state of Kerala. The study revealed that

significant effects exist on Achievement motivation of all the psychological variables including attitude.

4.2 Diseth,(2003) In this study the author has done the comparison between intelligence and academic achievement and motivation of both boys and girls students of class IX and class XI. The data revealed that there is no significant difference among class XI students in the academic achievement of intellectually superior. But at some other intellectual levels, the girl's academic achievement was superior compared to boys.

4.3 Jagannadhan,(2003) The author of this paper has conducted the study of the effects of various socio-psychological determinants on the achievement motivation of the students from class VIII to class X. The study has revealed that 3 levels of a home environment with the mean academic achievement motivation were as low (41.38), middle (47.05) and high (62.37). Statistically, the differences between the means yielded a significant effect of home environment on scholastic achievement ($F=17.23$ at 0.01 level). For boys and girls, the respective correlations were 0.391 and 0.450 which were positive and significant.

4.4 Magno,(2003) The author of this paper has studied the relationship between the attitude of the 1st and 2nd-year students of high schools of Caritas Don Bosco School towards technical education and achievement motivation for the subjects of Mathematics and Science. For this study, the sample size of the students was 191. The score of the Mathematics and Science Achievement was determined by using the Metropolitan Achievement Test. The study has concluded that there is no significant relationship between 1st year Mathematics achievement; and (3.1) Task value; (3.2) Expectation; (3.3) general ATTE. Therefore, the research has concluded that there is no relation between Mathematics and science achievement and the attitude of the students toward Technical Education.

4.5 Prakash,(2003) This research paper aims to study the relation of temperamental variables with achievement and motivation of boys and girls. The author here has studied temperament and memory as factors affecting the achievement motivation of intermediate students. It was revealed from the study that ascendance, vigorous and persistent temperaments were positively and significantly correlated with achievement motivation in girls; and that for boys ascendance, accepting, cooperative, vigorous and tough- minded temperaments were significantly and positively correlated. The study also further concluded that girls are better than boys in motivation.

4.6 Usha,(2003) The author of this paper has made a comparative study of the students of normal and hearing impaired studying in higher secondary school in the integrated system of education of school adjustment, self-concepts and achievement motivation. The study found that the level of achievement motivation is on average for the normal higher secondary school student. Concerning the locality of the school and gender of the students, it was seen that there is a

significant difference in achievement. There is a significant positive correlation between the variables and Mathematics achievement.

4.7 Bhuvaneswari,(2004) The author of this paper studied the relationship between spatial ability and Science and Mathematics achievement of children in high school. For this study, the researchers have taken a sample of 320 students. The study concluded that there was no significant difference in the variables like gender and school type for achievement. Further, it was also found that there was a significant relationship between spatial ability and Science and Mathematics achievement.

4.8 Oyesoji,(2005) The authors in this study have made a research study on the achievement motivation with reference to the mental health of higher secondary students. From this they revealed that there was a significance in gender wise achievement motivation. Also study concluded that there was no significant difference in achievement motivation with respect to the students in rural and urban areas. Also the study found a significant relationship between the mental health of the boys and girls with the achievement motivation and at last study concluded that the level of achievement motivation and problem solving approach is on average.

5. AIMS AND OBJECTIVES

5.1 To find the relationship between self-efficiency and achievement motivation among adolescent students concerning:

5.2 To find the relationship between self-efficiency and achievement motivation among adolescent students concerning Girls and Boys.

5.3 To identify the impact of Achievement motivation on self-efficiency in Adolescent Girls and Boys.

6. HYPOTHESIS

6.1 HYPOTHESIS 1

H0 - There is no significant difference between self-efficiency and among the males and the females.

H1 - There is significant difference between self-efficiency and among the males and the females.

6.2 HYPOTHESIS 2

H0 - There is no significant difference between achievement motivation and among the males and the females.

H1 - There is significant difference between achievement motivation and among the males and the females.

7. SCOPE AND LIMITATIONS OF THE STUDY

Scope of the Study: The present study is taking into consideration the school students in the age group of 14 to 17 years. The main purpose of the study is to assess the relationship between self-efficiency and achievement motivation of these adolescents.

8. SIGNIFICANCE OF THE STUDY

As the present study is trying to build a link between the main variables of the study – self-efficiency and achievement motivation among adolescents. The study has concluded that self-efficiency can be improved through achievement motivation. This motivation can be achieved through the agents in society particularly, through the parents, immediate family members, teachers and friends. The achievement which is achieved through the individuals, particularly at the adolescent level is having a direct impact on the life of an individual because this stage is the one where an individual finds the scope to develop his career. His self-efficiency is realized in a much more optimistic manner. The study will be highlighting the parameters which are influencing the self-efficiency and will even guide the adolescence as to how to go through different types of motivational processes and utilize the resources in a much more optimistic view.

9. RESEARCH METHODOLOGY

In the present investigation, the main purpose was to study self-efficiency and achievement motivation of students of age group 14 to 16 years in the city of Mumbai. Also, it attempted to look into the relationship among the variables under the study. For this, a descriptive research design was considered most suitable.

9.1 Independent variables

A. Gender: Male or Female

B. Age Group: 14 to 16 years

Apart from the independent variables, following variables were taken as dependent variables for the present investigation

9.2 Dependent variables

A. Self-efficiency- is a person's ability to execute a plan of action in that particular situation.

B. Achievement motivation - is defined as the level of success achieved due to self-encouragement.

A population is a group of individuals, persons, objects or items from which samples are taken for measurement. The population of the study is of students from Mumbai city of age group 14 to 16 years. Factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. Therefore, they often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study. The questionnaires collected were arranged in sequential order with serial numbers, then the questionnaires completed in all aspects were entered one by one in the SPSS software. The questionnaire is the main tool in the study to compile data from the respondents. For this purpose, the researcher used a self-designed questionnaire according

to the objectives of the study with the help of a comprehensive review of earlier studies consisting of close-ended questions related to various variables.

10 DATA ANALYSIS AND FINDINGS

10.1 Findings Of The Study

Majority of respondents are females (51.6%). Maximum respondents are from 10th grade about 53.3%. About 76.5% of people agree with the statement “they are aware of their academic goals.”. Majority of respondents are neutral with 38.8% on consulting a counselor. About 76.6% of students believe that learning from others' mistakes will increase their chances of success. About 77.4% of students agree with the statement, “Respondents can master the subject by motivation. About 70.9% of respondents are confident enough to understand the most complex material of their courses. About 83.8% of respondents agree with the statement, “efficiency depends on achievement and motivation.” Around 40.6% of respondents are neutral to the statement, “feel insecure by seeing others working hard.” About 75.7% of respondents agree with the statement, “I reconfirm before taking any steps.” About 88.7% of students would like to be independent. About 79.1% of students like being appreciated for their work. Students try to avoid conflict. Majority of respondents agree with the statement, “set goals for themselves by listing them down.”

It can be stated that the adjustments of the students in comparison to their grades is of moderate level. In case of comparisons between class 8th and class 10th students, it is seen that the class 10th students have better adjustment as compared to the lower-class students. Many times students face problems with regards to their academics and learning styles. Not all their difficulties are associated with their intelligence, but also with their emotional, psychological, social and economic environment too. These factors are influencing their academics to a greater extent. Not all the students will be able to cope up with the challenges they face at the higher grades. The relationship between achievement motivation and self-efficiency is very high. There is a positive relationship between these two variables, i.e. those students with high self efficiency are tending to move ahead good in academics. The self-efficiency is not associated only with the academics, but also with the socio-economic and cultural background of the students. The motivation to study and to achieve goals is determined by a person’s ability to think in the direction in which he/she needs to move. Thus, it is the role of the parents, teachers and the society in general to provide the opportunities for the students in which they can develop their self- efficiency to achieve higher academic achievement.

11. HYPOTHESIS TESTING

11.1 Hypothesis 1

To assess gender differences in self-efficiency amongst adolescent students.

There would be a significant difference in Self-efficiency between the male and the female students.

Table 1 - Mean scores, SD and t values on Self-efficiency between Male and Female

Gender	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>t</i>	<i>df</i>	<i>p</i>
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Male	60	75.220	8.443	.84430	.207	198	.836
Female	64	74.980	7.944	.79442			

From the above table, it was seen that the mean scores obtained for Self-efficiency by the male students was 75.22, which is marginally higher than the mean scores of 74.98 obtained for Self-efficiency by female students. Their Standard deviations stand at 8.44 and 7.94 respectively.

To assess the significance of the difference in the mean values obtained by the two groups, a t-test was performed, and the t-value was found to be -0.207, indicating a non-significant difference between the means. Our hypothesis which states that there would be a significant difference in Self-efficiency between the male and the female students does not find support in the present findings. **Thus, it may be interpreted that both the male and female students share similar self-efficacy, or in other words, there seems to be no gender disparity among the students in terms of their Self-efficiency.** It is a general perception that gender discrimination is not very intense in our societies. They stand comparatively liberal when it comes to the neutrality of gender roles. The women contribute actively to economic activities of the family as well as society. Women have adapted to responsibilities and leadership requirements for community survival. Perhaps this is the reason that we see no gender disparity among the students in terms of their Self-efficiency.

11.2 Hypothesis 2

There would be a significant difference in Achievement Motivation between the male and the female students.

Table 2 - Means, SD and t-value of Achievement Motivation of Male and Female Students

Gender	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>Observed t-value</i>	<i>df</i>	<i>p</i>
Male	60	58.67	16.486	1.166	1.054	59	.292
Female	64	61.72	16.527	1.169			

From the above table and graph, it is seen that the mean score obtained for Achievement Motivation by the male students is 58.67, which is higher than the mean score of 61.72 obtained for Achievement Motivation by the female students. Their Standard deviations stand at 16.48 and 16.52 respectively.

To assess the significance of the difference in the mean values obtained by the male and female groups, a t-test was performed, and the t-value was found to be 1.054, indicating a non-significant difference between the means. Thus our hypothesis which states that there would be a significant difference in the levels of Achievement Motivation between the male and the female students may

not be accepted. **It reflects that there may be no significant difference in Achievement Motivation between the male and the female students.** Hence, the male and female students share similar levels of Achievement Motivation. Perhaps fortunately in this 21st century, conditions are improving for the daughters of the society where they are equally motivated to excel and achieve what they desire, unlike the daughters from the previous generations where the society had unspoken rules of limitations on what a woman should aim for and what they should not aim for.

12 CONCLUSION

From the study we can conclude that the majority of our students were studying in 8th to 10th grade of age group 14 to 17. Maximum students were female. In study it was seen that students are well aware about their academic goals and it is also seen that students always learn from others' mistakes and try to avoid repeating the same mistake. Motivation is an important factor for the students, as the efficiency of the students depends on the achievement and motivation. It was also found that few students feel insecure when they see other students are working hard. Students are also ready to take a risk and to work hard to show good achievement in their academics. Students like to be independent and they also like to get appreciated for their work. Students try to get away and avoid the conflicts.

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