



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

International Journal of Current Research
Vol. 11, Issue, 08, pp.6629-6631, August, 2019

DOI: <https://doi.org/10.24941/ijcr.36334.08.2019>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

RESEARCH ARTICLE

SELF-EFFICACY AND ACHIEVEMENT MOTIVATION OF STUDENTS AT SECONDARY LEVEL

***Dr. Jayaprakash R.K. and Dr. Sethu S Nath**

Assistant Professors, N.S.S Training College, Ottapalam

ARTICLE INFO

Article History:

Received 18th May, 2019
Received in revised form
27th June, 2019
Accepted 24th July, 2019
Published online 31st August, 2019

Key Words:

Self-Efficacy,
Achievement Motivation,
Secondary Level.

***Corresponding author:**
Dr. Jayaprakash R.K.

Copyright © 2019, Jayaprakash and Sethu Nath. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Jayaprakash R.K. and Dr. Sethu S Nath, 2019. "Self-efficacy and achievement motivation of students at secondary level", *International Journal of Current Research*, 11, (08), 6629-6631.

ABSTRACT

The research study reveals that the achievement motivation of students at secondary level depends on their self efficacy. Achievement motivation is an individual's desire for significant achievement. It is the driving force behind each action. Self-efficacy has a major role in determining the achievement motivation of the learner. The self belief of the students to manage difficult learning situations and the desire to satisfy the needs have a strong impact on the direction of their action. The study also reveals that different learning environment provided by different types of management has a strong influence on the self-efficacy and achievement motivation of the learner. The government school students have low achievement motivation and self-efficacy than aided and private school students.

INTRODUCTION

Self-efficacy and Achievement motivation have been a topic of interest to behavioural social scientist. Self-efficacy is the innate ability of an individual to achieve the goal. In other words we can say that it is the optimistic self-belief to accomplish a favourable outcome. It plays a significant role in determining the chance for success. People usually avoid tasks due to low self-efficacy and those with high self-efficacy participate readily. According to self-efficacy theory people become self-efficacious through their performance accomplishments, vicarious experience, verbal persuasions and psychological indexes. Self-efficacy is one of the predictor of achievement motivation. Achievement motivation is the inner drive of an individual to reach their pre-defined goals. It is relevant for learner's active involvement in learning. By knowing the level of self-efficacy and achievement motivation of the learners we can help them to goal directed learning. In today's competitive world achievement motivation energizes the activities of an individual. Achievement motivation arouse when an individual knows that he is responsible for his outcome. But the lack of confidence to confront some degree of risks, difficulty to face the challenges involved in the activities or the fear of failure should have discourage the learner to perform the act. During adolescent period individuals dig within themselves to find out their innate abilities and interests. The self- belief or efficacy to accomplish a task conceptualise an individual's abilities.

The self-efficacy theory of Albert Bandura states that the self-efficacy belief has an influence on the achievement striving of an individual. Through this study the investigator need to find out whether the learning environment encompassed by the type of management and the geographical area at which the educational institutions located have any influence on the achievement motivation and self-efficacy of the learner.

Objectives

- To find out whether there exist any significant difference in the Self-efficacy of students at secondary level based on type of management and local
- To find out whether there exist any significant difference in the Achievement motivation of students at secondary level based on type of management and locale.
- To find out whether there exist any significant relationship between self-efficacy and achievement motivation of students at secondary level.

Hypotheses

- There exist a significant difference in the mean scores of self-efficacy of students at secondary level based on type of management and locale.
- There exist a significant difference in the mean scores of Achievement motivation of students at secondary level based on type of management and locale

- There exist a significant relationship between the self-efficacy and Achievement motivation of students at secondary level

METHODOLOGY

Researcher adopted survey method to find out the self-efficacy and achievement motivation of the learners at secondary level.

Sample

A sample of 240 students studying in IX standard of Palakkad district was selected using stratified random sampling technique. The details of sample are shown in the table.

Table 1. Details of sample selected for the research study

Type of management	No. of students		
	Rural	Urban	Total
Gov't	40	40	80
Aided	40	40	80
Unaided	40	40	80
Total	120	120	240

Tools used: The self-efficacy of the students was collected using self-efficacy scale developed and validated by the investigator. The scale consisted of 20 items related to the constructs of self-efficacy. The achievement motivation of the students was collected by achievement motivation scale developed and validated by the investigator. The reliability and validity of the tools were established using split-half method and expert validation respectively.

Statistical techniques used: The following descriptive statistical techniques such as mean, median, S.D and inferential statistical techniques significant difference of mean (t-test) and ANOVA were used in the study.

ANALYSIS AND DISCUSSION OF RESULTS

Descriptive analysis of the scores of self-efficacy and achievement motivation: The mean and standard deviation of self-efficacy and achievement motivation of the total sample and sub sample based on type of management and locale are given in the Table.2 and Table 3 respectively.

Table 2. Descriptive statistics of scores of Self-Efficacy and Achievement motivation of students belongs to Gov't, aided and unaided schools

Statistics	Self- efficacy				Achievement motivation			
	Total	Gov't	Aided	Unaided	Total	Gov't	Aided	Unaided
Mean	24.2	23.8	27.3	27.6	44.6	56.4	47.6	56.6
S.D	5.26	4.99	6.02	6.04	10.4	12.01	10.07	12.5

Table 3. Descriptive statistics of scores of self-efficacy and achievement motivation of students belongs to rural and urban area

Variables	Sample	Mean	S.D
Self-efficacy	Rural	25.3	5.2
	Urban	25.01	5.06
Achievement motivation	rural	45.25	10.5
	urban	54.3	11.25

Table 4. Correlation coefficient of Self-Efficacy and Achievement motivation of total sample and sub sample based on Type of management and locale

Variable	Sample	N	r
Self-Efficacy	Total	240	.589
	Gov't	40	.542
	Aided	40	.623
Achievement motivation	Unaided	40	.635
	Rural	120	.568
	Urban	120	.582

From the Table: 2 it is evident that the mean score of the self-Efficacy and Achievement motivation of students belongs to aided and unaided schools are higher than that of Gov't school students. The mean value of self- efficacy of aided and unaided school students are 27.3 and 27.6 respectively and that of Gov't school students is 23.8. The mean value of the achievement motivation of unaided school students are 56.4 and 56.6 respectively and that of Gov't school students is 47.6. From the above Table: 3 it is evident that the mean value of the self-efficacy of the rural and urban students are 25.3 and 25.01 respectively. Whereas the achievement motivation of the rural and urban students at secondary level are 45.25 and 54.3 respectively.

Relationship between self-Efficacy and achievement motivation: The relationship between self-efficacy and achievement motivation of students at secondary level for the total sample and subsample based on type of management were found out using Pearson's product moment correlation. The value of correlation coefficient is given in the Table: 3. The table value of the coefficient of correlation for the total sample and the sub samples based on type of management and locale are positive and significant at .01 level. This reveals that there exists a significant relationship between self-efficacy and achievement motivation.

Comparison of self-efficacy and achievement motivation of students based on locale: The significant difference between the mean scores of self-efficacy of rural and urban students and that of achievement motivation was found out using t-test. The details of the test are given in the Table 5. From the above table the value of 't' for the variable self-efficacy is .723 which is not significant at .05 level. It reveals that there is no significant difference in the mean scores of self-efficacy between rural and urban students at secondary level. The value of 't' for the variable achievement motivation is 2.98 which is significant at .01 level. It reveals that there exists a significant difference in the mean scores of achievement motivation of rural and urban students. The mean value of achievement motivation of rural students is 45.25 and that of urban students is 54.3. It also reveals that urban students have high achievement motivation than rural students.

Comparison of Self-Efficacy of students at secondary level based on type of management: The significant difference between the mean scores of self-efficacy of students at secondary level based on type of management were found out

Table 5. Comparison of the mean scores of self-efficacy and Achievement motivation of rural and urban students

Variables	Sample	N	Mean	S.D	t
Self-efficacy	Rural	120	25.3	5.2	.723
	Urban	120	25.01	5.06	
Achievement motivation	Rural	120	45.25	10.5	2.98
	Urban	120	54.3	11.25	

Table 6. Comparison of the mean scores of self-efficacy of students based on type of management using ANOVA

Source of variance	Sum of squares	df	Mean square	F	Level of significance
Between group	252.50	2	125.24	3.13	.05
Within group	7205.78	117	40.02		
Total	7458.28	119			

Table 7. Comparison of the mean scores of Achievement motivation of students based on type of management using ANOVA

Source of variance	Sum of squares	df	Mean square	F	Level of significance
Between group	428.328	2	210.42	3.58	0.05
Within group	10213.23	117	58.7		
Total	10641.558	119			

using analysis of co-variance. The details of the test are given in the Table: 6. From the Table: 6 it is evident that the obtained F value 3.13 is significant at .05 level. This indicates that there is a significant difference in the mean scores of self-efficacy of students at secondary level belongs to different group based on type of management. From the Table: 7 it is evident that the obtained F value 3.58 is significant at .05 level. This indicates that there is a significant difference in the mean scores of Achievement motivation of students at secondary level belongs to different group based on type of management.

Major findings of the study: The following conclusions are derived from the statistical analysis of the data

- There exist a significant relationship between self-efficacy and achievement motivation of students at secondary level
- There is no significant difference in the self-efficacy of rural and urban students at secondary level
- There is significant difference in the achievement motivation of rural and urban students at secondary level
- There exist a significant difference in the self-efficacy of students at secondary level based on type of management

- There exists a significant difference in the Achievement motivation of students at secondary level based on type of management.

Conclusion

Achievement motivation is an essential contributing factor for achieving the learning outcome followed by mastery of learning. The inner thrust of the learner to analyse and overcome the complex learning situations and thereby obtain the learning objectives can be termed as the achievement motivation. The findings of the study revealed that the self-efficacy of students is one of the predicting factors of achievement motivation of students at secondary level. The self-efficacy and achievement motivation of students at secondary level belongs to different type of management are different. And also the urban students have high self-efficacy and achievement motivation than rural students. Thus the learners are to be provided with deserved learning environment to enhance their self-efficacy and thereby achievement motivation.

REFERENCES

- Bandura, A. 1997. Self-efficacy: Toward & unifying theory of Behavioural change, *Psychological Review*,48(2), 191-215.
- Baker, H. 2015. The relationship of technology use with academic Self-Efficacy and academic achievement in urban middle school students (3689105). Available from ProQuest Dissertations&Theses A&I.(1675048702). Retrieved from <https://search.proquest.com/docview/1675048702?accountid=29925>
- Best, J. W. and Khan, J.V. 2007. *Research in Education* (9).New Delhi:Prentice Hall of India Private Limited
- Briiones-Rodriguez, C., Morales-Martinez,G., Santos-Alcantara, M.G. Lopez-Ramiez, E.O. and Urdiales-Ibarra, M.E. 2017. Cognitive Algebra Underlying High school students' Self-Efficacy Judgement to solve Mathematical Problems in the class room or on-line; *International Journal of Education*,8(2) ,76-78
- Butler, R. 1999. Information seeking and achievement motivation in middle childhood and adolescence: The role of conceptions of ability. *Developmental Psychology*, 35, 146-163.
- Elliot, A. J. and McGregor, H. A. 1999. Test anxiety and the hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 76, 628-644
