

# Correlation of Self-Efficacy and Achievement Motivation of High School Students

Mrs. Vilma K.M<sup>1</sup>, Dr. K. Sheeba<sup>2</sup>

<sup>1</sup>Part time Research Scholar, Vels Institute of Science, Technology & Advanced Studies, Pallavaram, Chennai- 600117.

<sup>2</sup>Associate Professor in Education, Vels Institute of Science, technology & Advanced Studies, Pallavaram, Chennai- 600117.

## Abstract

The motivation to achieve one's goals is one of the most important qualities of a man's personality. It is important to have a good life. In order for children to be successful in this competitive society, they need to be motivated by the pursuit of accomplishment. The self-efficacy of an individual can have an impact on the choices that they make about their behaviour, motivation, thought patterns, and responses, among other things. Both the self-efficacy and achievement motivation have the potential to impact an individual's overall progress in their learning process. To study the relationship between the self-efficacy and achievement motivation of the high school students, the data is collected from total of 100 students, comprising 50 male and 50 female participants. The study involved high school students from both the arts and science groups. The instrument for self-efficacy and accomplishment motivation was created by the researcher with the assistance of the research supervisor. Result of the study indicated that female students have more self-efficacy and achievement motivation than their counter parts. The Science group students also have more self-efficacy and achievement motivation when compared to the arts group students. There is positive relationship between achievement motivation and general self-efficacy.

**Keywords:** Self-Efficacy, Achievement Motivation, Science and Arts group students

## INTRODUCTION

In day-to-day life, motivation is an essential component to consider. When people have an inner drive to overcome the problems that life throws at them while also setting objectives for themselves, their fundamental actions and feelings are influenced. In addition, the drive fosters sentiments of self-worth and competence, which are necessary for the accomplishment of the goals. It gives us the opportunity to compete with other people in order to improve ourselves and to seek out new information that may acquire and take in. Whether it is task-based or ego-based in origin, individuals feel motivation in a variety of different ways. The motivation to achieve one's goals is one of the most important qualities of a man's personality. It is important to have a good life. Having a sense of accomplishment motivates one to be productive and provides one respect for themselves. The need for achievement among the people of a country is what determines the economic growth of that country, which in turn determines the prosperity of that country. In order for children to be successful in this competitive society, they need to be motivated by the pursuit of accomplishment. According to this definition, achievement motivation is defined as the

self-determination to succeed in whatever activity one engages in, whether it be academic work, professional employment, or sporting event that one participates in.

Because self-efficacy is substantially higher than actual ability, it causes an individual to have an inflated perception of their capacity to accomplish things. When, on the other hand, one's perception of their own capabilities is substantially lower than their real capabilities, it inhibits growth and the development of skills. Self-efficacy can be defined as an individual's self-evaluation of their own skills to commence and successfully complete specific tasks at predefined levels, to exert additional effort, and to persevere in the face of adversity (Bandura, 1977; 1986). A high level of self-efficacy can have both positive and negative effects on one's level of motivation. The self-efficacy of an individual can have an impact on the choices that they make about their behavior, motivation, thought patterns, and responses, among other things. When teenagers have the perception that they are performing well or that they are getting more skilled, feelings of motivation and self-efficacy are strengthened.

Both the Achievement Motivation Theory and the Self-Efficacy Theory postulate that feelings of self-efficacy and achievement motivation have the potential to impact an individual's overall sense of well-being. In accordance with the Achievement Motivation Theory, an individual will experience a good emotion, which will ultimately lead to an improvement in their well-being, when they are successful in accomplishing their own goals, overcoming obstacles, and achieving success. Individuals who have a high achievement motivation are typically more driven and motivated to pursue success, they place a higher value on their own accomplishments, and they have a greater possibility of experiencing satisfaction and a high level of overall well-being.

According to the self-efficacy theory, an individual's beliefs and confidence enable them to successfully execute a variety of tasks, which is referred to as self-efficacy, and it has a significant influence on happiness. Individuals who have a higher level of self-efficacy have the belief that they are capable of overcoming problems, overcoming obstacles, and achieving their goals. As a result, they are more likely to enjoy the satisfaction that comes with academic achievement. On the other hand, those who have poor self-efficacy typically experience feelings of helplessness and depression, as well as a lack of confidence in their ability to achieve, which has a negative impact on their overall well-being. It is important to make an effort to ensure that students are motivated because this condition will also have an impact on their academic achievement and their future jobs. Nevertheless, the question that needs to be answered is how the pupils might be motivated, and what factors have an effect on being motivated. An increased sense of self-efficacy is assumed to be associated with an increase in pupils' levels of achievement motivation.

## **NEED AND SIGNIFICANCE OF THE STUDY**

In spite of the fact that students may have the motivation to succeed and the capability to complete the assignment, their performance will be negatively impacted by a lack of confidence in their own capabilities as well as the atmosphere that they are surrounded by. There is a correlation between adolescents' performance and the positive comments they receive from their families, teachers, or friends.

The concepts of self-efficacy and academic motivation have also been investigated in conjunction with other concepts, such as academic adaptations, academic achievement goals, and persistence respectively. Bandura (1997) asserts that people's actions and behaviors are influenced by their views on the degree to which they believe they are capable of successfully completing a task. Academic achievement is a significant construct in the relationship between self-efficacy and academic motivation. According to Ramos Sanchez and Nicols (2007), in order for students to effectively complete a task, they not only need

to possess the information and abilities necessary to do so, but they also need to have a certain amount of anticipation for their own success. When a result of the fact that academic performance is typically a goal that students choose for themselves when they begin their studies, it is quite possible that achievement motivation could play a significant impact in the manner in which students see their own self-efficacy and obtain the motivation to reach this objective. It is possible that students' academic achievement influences their personal beliefs about their performance, which in turn influences their academic motivation. This is due to the fact that academic achievement has a positive impact on students in a variety of ways, including intellectual skills and personal motivation (Pascarella and Terenzini 2005).

When it comes down to it, self-efficacy is the factor that ultimately affects how an individual acts, how they think, and how they get motivated to participate in specific tasks. In addition, it represents the pupils' perceptions of their own capabilities to complete particular challenges. According to the theory and research, self-efficacy is determined by the degree to which an individual believes they are incredibly competent of making decisions and achieving academic success. The results of a significant number of studies suggested that students' levels of self-efficacy had an effect on their levels of motivation, achievement, choice, interest, level of effort, and tenacity when confronting challenges. Students who have a high level of self-efficacy are more likely to engage in productive study habits, such as managing their time well and making use of a variety of learning strategies, which further strengthen their motivation to successfully complete their academic work. Through the use of this positive feedback loop, students are able to ensure that their self-efficacy is strengthened as they accomplish their objectives, which ultimately results in even more motivation and subsequent achievements by achievement motivation. As a result, encouraging students to believe in their self-efficacy within the context of educational institutions can be an effective method for improving students' overall accomplishment motivation and academic achievements.

## REVIEW OF RELATED LITERATURE

The goal of Prakash Oraon's study from 2024 was to determine whether and how students' self-confidence in their skills related to their actual academic success. The objectives were achieved after a preliminary analysis using a descriptive survey research methodology. Data was gathered using the self-efficacy measure developed by Singh and Narain (2014). There were one hundred participants in the study, fifty of whom were men and fifty of whom were women. Among the statistical measures included in the study were the correlation coefficient, mean, standard deviation, and t ratio. The findings indicated a statistically significant and favorable relationship between classroom performance and self-efficacy. Higher levels of academic achievement are reported by students who are self-efficacious. Researchers have found that children's academic achievement and confidence levels differ significantly by gender. Research indicates that male and female students perform differently academically based on their gender. The findings demonstrated that male students had considerably higher levels of self-efficacy than female students within the confines of this study. Male and female students have very diverse views of their own abilities when it comes to their academic achievement.

Examining the self-efficacy and achievement motivation of Mizoram high school students and comparing these variables to specific independent factors is the main objective of the study. Additionally, Samuel Lalmalsawma Sailo et al. (2024) investigated the connection between accomplishment motivation and self-efficacy. The majority of high school pupils showed moderate levels of accomplishment drive and self-efficacy, according to the survey. Furthermore, compared to their matching classmates, male students,

students from government schools, and students with working mothers were found to have higher levels of self-efficacy. Additionally, it was discovered that students in rural areas, male students, and students from non-government universities were more motivated to achieve than their peers. Additionally, the study found a strong, moderately favorable relationship between achievement drive and self-efficacy.

Students may not be motivated to learn, which is one of the reasons they are reluctant to study and do well in mathematics. The study by Akayuure and Akayuure (2024) looks at the accomplishment motivation levels of new senior high school (SHS) students and how they connect to their self-efficacy in basic math. A random sample of 314 new students from three SHSs in a low-performing Ghanaian district participated in the study, which used a descriptive research methodology. For data collection, the new general self-efficacy measure and the accomplishment motive scale were modified. One-way analysis of variance, independent t-test, descriptive statistics, and Spearman rank correlation were used to analyze the data. The findings showed that students had very high levels of accomplishment motivation in the areas of trying to meet learning objectives, participating in class, being willing to work, and upholding constructive study habits with regard to mathematics. Additionally, there was no difference in the kids' levels of accomplishment motivation by gender, type of junior high school attended, or boarding status. Nonetheless, there were differences in the students' motivation for achievement among the five study programs. Additionally, the study discovered a somewhat favorable significant association between students' self-efficacy views and their motivation to achieve. According to the study's findings, the new students are very driven and confident in their ability to succeed.

The majority of students were confined to their homes throughout the outbreak. Like everyone else, students—especially teenagers—were impacted by the lockdown. Reviews indicate that the home environment and parental stress had an effect on the students' academic performance and mental health throughout this time. The goal of Moonadath and Deepthi's (2024) study is to gain a better understanding of the relationship among adolescents between achievement motivation, self-efficacy, and home environment as well as the moderating effect of home environment on the relationship between self-efficacy and achievement motivation. 156 middle-class high school students from Kerala's public and private schools were chosen for the study using a suitable selection technique. The study's instruments included the general information schedule, the home environment scale (Muthee, 2009), the Kerala scale of accomplishment motivation measure (Nair, 1976), and the general perceived self-efficacy scale (Schwarzer & Jerusalem, 1979). Teenagers' self-efficacy, achievement motivation, and home environment are positively correlated, according to data analysis utilizing correlation, partial correlation, and the t-test. The study's conclusions show that teenagers' self-efficacy and drive for success can be enhanced by a kind and encouraging home environment. Furthermore, a bad family situation might occasionally be linked to low self-efficacy. Programs for parental education that improve the home environment may assist students' self-efficacy and achievement motivation, both of which have an impact on their academic performance. A positive assessment of one's mental health is known as general well-being, and it is a crucial aspect of mental health. For young people to develop positively, general well-being is essential. For students attending regular colleges in China's Ningxia Province, a comprehensive understanding of the elements that affect happiness has not yet been established. The study reviewed by Dong et al. (2024) investigates how time management influences the relationship between accomplishment motivation, self-efficacy, and overall well-being in students attending regular universities in China's Ningxia Province. The Achievement Motivation Scale (AMS), General Self-efficacy Scale (GSES), Time Management Questionnaire (TMQ), and General Well-being Scale (GWBS) were administered to 163 participants (68

males and 95 females) using random sampling. General well-being was favorably connected with self-efficacy, time management, and achievement motivation. The associations between accomplishment motivation, self-efficacy, and overall wellbeing were shown to be mediated by time management (0.169 and 0.447). These findings contribute to the complex connection between accomplishment motivation, self-efficacy, and overall wellbeing. The study demonstrates the impact of self-efficacy and achievement motivation on overall wellbeing. The link between achievement and well-being and the mediation role of time management drive, self-assurance, and overall health. The results show that the school can implement a number of lectures and tutoring programs to improve students' motivation for success, self-efficacy, time management, and overall wellbeing.

Priya Dingra, Deepa's (2022) study aims to investigate secondary school students' drive for achievement in connection to their self-efficacy. Using multi-stage random sampling, a sample of 600 secondary school students—300 male and 300 female—was selected. The data was gathered using the Self-Efficacy Scale by Dahiya and Kumari (2018) and the Achievement Motivation Scale (n-Ache) by Deo and Mohan (2018). The data was analyzed using the mean, standard deviation, "t" test, and Karl Pearson's Product Moment Coefficient Correlation. There is a significant and positive correlation between secondary school students' self-efficacy and achievement motivation, and students with high self-efficacy are found to be more motivated to achieve than those with low self-efficacy.

In terms of positive psychology, adolescence was a crucial time for both physical and mental development. Given the significance of achievement motivation—the essence of development for adolescents in school and throughout life—some internal psychological factors may accelerate the development. These factors, when combined with other factors like self-efficacy and self-identity, may be the key variables to change the trace of the growth. Few authors tested the interaction mechanism of these factors, particularly hope, which is a key component of positive psychology. Finding the interaction mechanism was suggested. The relationship between self-efficacy and achievement motivation is studied in the study by Liqin Liu and Lesen Cheng (2018). Specifically, the study calculated the mediated effect of self-identity and the moderated influence of hope in the relationship between self-efficacy and achievement motivation. In order to achieve the goal, 473 teenagers in China completed several scales as part of the study, and the data was handled using a variety of analysis techniques. The findings demonstrated a substantial relationship between self-efficacy and achievement motivation in teenagers, with self-identity partially mediating the relationship and hope moderating the mediating pathways. The relationship between self-efficacy and accomplishment motivation was found to be mediated by self-identity and moderated by hope, respectively.

### RESEARCH QUESTIONS:

1. Is there is any significant difference between the male and female secondary school students in the variables such as self-efficacy and achievement motivation?
2. Is there is any significant difference between the Arts and Science group of secondary school students in the variables such as self-efficacy and achievement motivation?
3. Is there is significant correlation between the variables such as self-efficacy and achievement motivation?

**METHODOLOGY**

The survey approach is utilized for the research among secondary school students in the state of Kerala, India. The study involved random sampling method for collecting the data from total of 100 students, comprising 50 male and 50 female participants. The study involved high school students from both the arts and science groups. The instrument for self-efficacy and accomplishment motivation was created by the researcher with the assistance of the research supervisor. There were approximately 35 items related to self-efficacy and 27 items concerning accomplishment motivation, rated on a 5-point Likert scale ranging from 1 for strongly disagree to 5 for strongly agree. The data were analyzed via SPSS.

**FINDINGS OF THE RESEARCH QUESTIONS:**

**Answer to the Question 1**

**Is there is any significant difference between the male and female secondary school students in the variables such as self-efficacy and achievement motivation?**

Variables of the study	Male (N = 50)		Female (N = 50)		‘t’ Value	Level of Significance
	Mean	SD	Mean	SD		
<b>Self-Efficacy</b>	85.52	32.393	115.92	10.042	6.338	<b>P&lt;0.001</b>
<b>Achievement Motivation</b>	88.48	8.531	91.74	7.085	2.079	<b>P&lt;0.005</b>

According to the data presented in the table above, it can be deduced that female students had higher levels of self-efficacy (115.92) and accomplishment motivation (91.74) than male students (85.52 and 88.48, respectively). In addition, it has been observed that self-efficacy is substantial at the 1% level. Nevertheless, achievement motivation is considerable at a level of five percent. Consequently, it has been discovered that there is a substantial disparity between the male and female pupils being studied.

**Answer to the Question 2**

**Is there is any significant difference between the Arts and Science group of secondary school students in the variables such as self-efficacy and achievement motivation?**

Variables of the study	Arts group (N = 50)		Science Group (N = 50)		‘t’ Value	Level of Significance
	Mean	SD	Mean	SD		
<b>Self-Efficacy</b>	86.70	32.221	114.74	13.503	5.675	<b>P&lt;0.001</b>
<b>Achievement Motivation</b>	88.52	8.539	91.70	7.095	2.025	<b>P&lt;0.005</b>

It has been observed that students associated with the scientific group exhibit higher levels of self-efficacy (114.74) and achievement motivation (91.70) compared to students associated with the arts group (86.70 and 88.52). In addition, it has been observed that self-efficacy is substantial at the 1% level. Nevertheless, achievement motivation is considerable at a level of five percent. As a result, it has been discovered that there is a substantial disparity between the pupils in the science group and those in the arts group.

**Answer to the Question 3**

**Is there is significant correlation between the variables such as self-efficacy and achievement motivation?**

Variables of the study	Self-Efficacy	Achievement Motivation
Self-Efficacy	1	0.549**
Achievement Motivation	X	1

It is observed from the above table both self-efficacy and achievement motivation are well correlated with each other. Further, it is noted that the self-efficacy and achievement motivation are positively and highly significant at 1% level in the correlation. Hence, it is proved that self-efficacy will improve the achievement motivation of the middle school students, in the similar manner achievement motivation improves the self-efficacy of the students.

**CONCLUSION**

Findings of the study proved that female students have more self-efficacy and achievement motivation than their counter parts. The Science group students also have more self-efficacy and achievement motivation when compared to the arts group students. The stronger the general self-efficacy, the greater the achievement motivation to achieve. Conversely, the higher the achievement motivation, the stronger the general self-efficacy. In general, there is a definite relationship between achievement motivation and general self-efficacy, further it is recommended to the educators, school administrators and other academicians to conduct some workshop or activity programme for boys and arts group students to enhance their self-efficacy which will naturally motivate the students to progress well in their academics which result in the achievement motivation in learning process.

**REFERENCE**

1. Akayuure, F. A., & Akayuure, P. (2024). Examining fresh students' achievement motivation and self-efficacy towards learning high school mathematics. *Contemporary Mathematics and Science Education*, 5(2), ep24012. <https://doi.org/10.30935/conmaths/14691>
2. Atkinson, J.W. (1965). *An Introduction to Motivation*; D. Van Nostrand Company: Michigan, MI, USA,
3. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
4. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.
5. Dong, J.; Hassan, N.C.; Hassan, A.B.; Chen, D.; Guo, W. (2024). Effect of Achievement Motivation and Self-Efficacy on General Well-Being among Students at Normal Universities in Ningxia: The Mediating Role of Time Management. *Behavioral journal of Science*. 14, 15. <https://doi.org/10.3390/bs14010015>
6. Janice, L.F.; Michael, J.S.; James, M.C. (2009). Incongruence between Implicit and Self-attributed Achievement Motives and Psychological Well-being: The Moderating Role of Self-directedness, Self-disclosure and Locus of Control. *Personal. Individ. Differ.* Vol. 47,99–104.
7. Joachim, S.; Anna, R. (2007). Perfectionism in Adolescent School Students Relations with Motivation, Achievement, and Well-being. *Personal. Individ. Differ.* 42, 1379–1389.

8. Khalkhali, v., Aryanpour, h. R. (2013). Comparing the academic self-efficacy in students with entity and incremental intelligence theory. *Education Science and Psychology*, 1 (23), 10-14.
9. Lightsey, O.R.; Burke, M.; Ervin, A.; Henderson, D.; Yee, C. (2006). Generalized Self-efficacy, Self-esteem, and Negative Affect. *Can. J. Behav. Sci./Rev. Can. Des Sci. Du Comport.* Vol. 38, 72–80.
10. Liqin Liu, Lesen Cheng (2018). The Relationship Between Self-Efficacy and Achievement Motivation in Adolescents: A Moderated Mediating Model of Self-Identity and Hope. *Psychology and Behavioral Sciences*. Vol. 7, No. 3, 2018, pp. 69-76. doi: 10.11648/j.pbs.20180703.15
11. Magaletta, P.; Oliver, J. (1999). The Hope Construct, Will, and Ways: Their Relations with Self-efficacy, Optimism, and General Well-being. *J. Clin. Psychol.* Vol. 55, 539–551.
12. McClelland, D.C. *The Achieving Society*; Van Nostrand: Princeton, NJ, USA, 1961.
13. Miquelon, P.; Vallerand, R.J (2006). . Goal Motives, Well-being, and Physical Health: Happiness and Self-realization as Psychological Resources under Challenge. *Motiv. Emot.* 30, 259–272.
14. Moonadath, U. & Deepthi, D.P. (2024). Achievement Motivation in Relation with Self-Efficacy, and Home Environment among Adolescents During the Covid- 19 Pandemic. *International Journal of Indian Psychology*, 12(2), 4137-4145. DIP:18.01.368. 20241202, DOI:10.25215/1202.368.
15. Pajares, F. (1997). Current directions in self-efficacy research. In M. Maehr & P. R. Pintrich (Eds.), *Advances in motivation and achievement*, 10, 1–49. Greenwich, CT: JAI Press.
16. Pajares, F. (1996). Self-efficacy beliefs in achievement settings. *Review of Educational Research*, 66, 543–578.
17. Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.
18. Prakash Oraon (2024). The relationship between self-efficacy and academic achievement among school students. *International Journal of Multidisciplinary Trends*; 6(4): 84-88. E-ISSN: 2709-9369. P-ISSN: 2709-9350.
19. Priya Dingra, Deepa (2022). Achievement Motivation Of Secondary School Students In Relation To Their Self-Efficacy. *Journal of Positive School Psychology* <http://journalppw.com> 2022, Vol. 6, No. 9, 3804-3811
20. Ramos-Sánchez, L., & Nichols, L. (2007). Self-efficacy of first-generation and non-first-generation college students: The relationship with academic performance and college adjustment. *Journal of College Counseling*, 10(1), 6-18.
21. Samuel Lalmalsawma Sailo, H. Malsawmi, Lalrammawia Tochwawng, Lalthlanchhuaha, KC Malsawmzauva, Estherine Lalrinmawii, C. Lalsangpuii, Mary L. Renthlei, Francis L.R. Puia (2024). Relationship between Self-Efficacy and Achievement Motivation among High School Students in Mizoram, India. *Afr. J. Biomed. Res.* Vol. 27, No.4s. 8839 - 8845
22. Schunk, D. H. (1995). Self-efficacy and education and instruction. In Maddux, J. E. (Ed.). *Self-efficacy, adaptation, and adjustment: theory, research and application*. 281-303. New York, NY: Plenum.
23. Zhang, R. (2016). Positive Affect and Self-efficacy as Mediators between Personality and Life Satisfaction in Chinese College Freshmen. *J. Happiness Stud.* Vol. 17, 2007–2021.

