



Research Article

<http://s-o-i.org/1.15/ijcrms-2016-2-1-12>

**Relationship between Achievement Motivation, Academic Self-efficacy beliefs
with Academic performance among of Jondishapour Medical Science University
of Ahvaz, Iran**

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Abstract

The current research was done with the aim of relationship between Achievement Motivation and Academic Self-efficacy beliefs with Academic performance. The statistical population of the current research is all of the students of Jondishapour Medical University of Ahvaz in academic year of 2015-16. A sample with size of 250 was selected using multistage cluster sampling method. In order to collect data, Achievement Motivation Questionnaire, Academic Self-efficacy beliefs questionnaire, have been applied. Research data were analyzed by Pearson's correlation and Regression analysis. The results of the simple correlation showed that the Achievement Motivation as well as Academic Self-efficacy beliefs had a positive and significant relationship with academic performance. The results of regression analysis also showed that such variables as Achievement Motivation and Academic Self-efficacy beliefs played a major role in predicting Academic performance.

Keywords: Achievement Motivation, Academic Self-efficacy beliefs, Academic performance.

Introduction

Academic performance in school is one of the factors closely related to individuals' succeed. Many researchers, social sciences and psychology professionals have been interested in academic performance during different parts of the last decades and it has been increasingly becoming important in last years. In this context, a lot of money spends by households and government every year (Yusefi, Mirjafari, & Rezai, 2008). It is important to attend to the issue because the growth and maturation of a modern society owe

to its educational system and attention to students' academic performance and upgrading it may lead to their academic achievement. Today, for learners GPA is a sort of representation of their scientific ability to enter to labor market and higher education levels. More they try and improve their performance in school, more flourish their talents will be and more success they achieve in school. They become aware people who fulfill their academic goals through achieving gains and their satisfying performance

in educational setting. Then, more we try to recognize the factors related to learner's performance in school, less the problems individuals will face to and more successful people will enter into the society; thus, it would help to develop a successful and healthy community. Then, the society, in particular the educational institutions, have to pay more attention to academic destiny and successfully growth and maturation of people in society. Need for Achievement (nAch) (McClelland, 1961; McClelland & Winter, 1969) is one of the psychological motives that play an important role in success and achievements of a man. Motivation as an academic engagement refers to "cognitive, emotional, and behavioral indicators of student investment in and attachment to education" (Tucker, Zayco, & Herman, 2002). Achievement motivation has been defined as 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). People with high achievement motives will act in ways that will help them to outperform others, meet or surpass some standard of excellence, or do something unique. All students are influenced by a need to achieve to a certain degree. Those students, who hold a high desire of success, work hard to achieve (Zenzen, 2002). The modern study of achievement motivation began with the work of David McClelland. He and his associates coined the term n Ach denoting need for achievement (McClelland, 1961; McClelland & Winter, 1969). This theory says that under appropriate conditions, people will do what they have been rewarded for doing. Weiner (1986) has presented the most ambitious attribution theory of achievement motivation and emotions. This theory deals with the perceived causes of success and failure, the characteristics of causal thinking, and subsequent emotional experiences in relation to achievement behaviors. Another important leap in motivational research is goal orientation theory. The basic premise of achievement goal orientation theory (Elliot and McGregor, 2001) is that when students engage in academic tasks, they set various personal goals and the types of goals that students adopt can directly influence their academic outcomes (Nisa Awan, Noureen & Naz, 2011).

Self-efficacy refers to student's beliefs in their ability to master new skills and tasks, often in a specific academic domain (Pajares and Miller, 1994). In other words, perceived self efficacy is concerned with people beliefs in their capabilities to produce given attainments (Bandura, 2006). Self efficacy is explained in the theoretical framework of social cognitive theory by Bandura (1986, 1997) which stated that human achievement depends on interactions between one's behaviours, personal factors and environmental conditions. Learners obtain information to appraise their self-efficacy from their actual performances, their vicarious experiences, the persuasions they receive from others, and their physiological reactions. Self-efficacy beliefs influence task choice, effort, persistence, resilience, and achievement (Bandura, 1997). Compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate development of academic self-efficacy more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level (Schunk, & Pajares, 2002).

Method

Regarding to the nature of the issue and the aim of the study, descriptive-correlation methods were used. The statistical population of the research includes all of the students of Jondishapoor Medical University of Ahvaz in academic year of 2015-16. In the current research, 250 students were selected as the sample using simple random sampling method. The research ethics were completely followed as to the participants were assured about secretary of the information and they completed the questionnaires willingly in a silent environment and anonymously.

Measuring tools

Following tools were used to measure the studied variables:

Achievement Motivation

Achievement Motivation Inventory (LMI-K). The short form of the self-report questionnaire Achievement Motivation Inventory (LMI-K) by Schuler and Prochaska (2001, cited by Ziegler, Schmidt-Atzert, Buhner & Krumm, 2007)

consists of 30 items. Each one has to be rated on a 7 point scale ranging from 1 = „not at all“ to 7 = „completely true“. As a sum, the answers represent an overall achievement motivation score. Typical statements are: “My ambition is easy to challenge.”, “Difficult tasks stimulate me more than easy tasks”. The LMI is an established achievement motivation test in Germany with an excellent reliability (= .94) and was therefore selected. Furthermore, Cronbach's alpha for this research was 85%.

Patrick's Academic Self-Efficacy

This scale is designed by Patrick, Hix, & Ryan (1997); it included 5 items reflecting students' perceptions about their competency in performing class tasks. This scale is a self-report scale which its items are of likert type (1 = fully disagree, 2 = disagree, 3 = no opinion, 4 = agree, 5 = fully agree) and has made based on existing different tools. Migley et.al. (2000) reported 0.78 for the reliability of this scale using Cronbach's alpha. Hashemi Sheykh Shobani (2001), using Cronbach's alpha and Spearman-Brown split-half

methods, reported 0.65 and 0.59, respectively, for reliability. Validity of this construct has been proven in many studies. In another study by Haji Yakhchali (2012), Cronbach's alpha and split-half method were used to examine the reliability of this scale. Cronbach's alpha coefficient and split-half for academic self-efficacy scale obtained 0.73 and 0.66, respectively, that indicates desirable and acceptable reliability of this test. Also, confirmatory factorial analysis was used to examine the validity of this subscale and the obtained results showed that all of items of academic self-efficacy scale have acceptable factorial loads bigger than .30 and have positive and significant load on their related factor in level of $p < 0.0001$. Furthermore, Cronbach's alpha for this research was 82%.

Results

Correlation coefficients between Achievement Motivation and Academic Self-efficacy with academic performance are presented table 1.

Table 1. Relationship between Achievement Motivation and Academic Self-efficacy with academic performance

Research variables	1	2	3
Achievement Motivation	1		
Academic Self-efficacy	0.60**	1	
academic performance	0.64**	0.58**	1

p ** 0.001

Table 1 shows the relationship Achievement Motivation and Academic Self-efficacy with academic performance in students. As it is shown in table 1, there is a positive, significant correlation between Achievement Motivation and academic performance (p = 0.001, R = 0.64). Also, there is a positive, significant correlation between Academic Self-efficacy and academic performance (p = 0.001, R = 0.58).

Regression method was used to examine the linear combination of Achievement Motivation and Academic Self-efficacy with academic performance. In doing so, two predicting variables (Achievement Motivation and Academic Self-efficacy) entered into stepwise multiple regression equation one by one and values of R², R and F are calculated. Table 2 shows the linear combination of Achievement Motivation and Academic Self-efficacy with academic performance.

Table 2. Predicting stepwise multivariate regression of Academic performance

Variables	MR	RS	F P	1	2
1.Achievement Motivation	0.221	0.099	F=0/5925 P=0.005	=0/021 T=2/12 P=0.05	-
2. Academic Self-efficacy	0.107	0.011	F=2/84 P=0.005	=0/055 T=1/31 P=0.05	=0/243 T=0/035 P=0.05

Conclusion and Discussion

The main aim of this research was to examine the relationship between Achievement Motivation and Academic Self-efficacy with academic performance. In general, the results of correlation analysis shows that there is a positive and significant relationship between Achievement Motivation and academic performance, and also between Self-efficacy and academic performance. With regard to achievement motivation, Guildord (1971) identified factors of achievement motivation as: (a) Personal qualities such as physical development, health, neurological condition and emotional adjustment. (b) Environment conditions like the level of motivation, parental attitude to learning, school morale, teachers' expectations, home influence and school factors. Non-significant relationship between academic performance and achievement motivation may, therefore, be attributed to social disadvantages such as family inability and marked deprivation of acceptable standard care, poor environmental stimulation, lack of interest and aspiration to achieve high in academics. As Okoye would put it; "intrinsic motivation is a sensory reinforcement to transfer learning principles to concrete tasks". Achievement in most instances depends on individual's level of motivation and interest. Conventionally speaking, therefore, students who lack solid background due to non-stimulating secondary education environment will be found deficient even when they are naturally endowed with high intelligence. These reasons advanced above may be relevant in explaining why achievement motivation has no significant relationship with academic performance in this study.

As we have illustrated, self-efficacy represent differing ways of thinking about one's self. They are distinct psychological constructs that should be differently understood, defined, and used in empirical investigations, for it is likely that they will produce differing insights. Current research findings reveal that, when properly assessed, students self-efficacy beliefs are each related to, and help mediate the impact of other motivation constructs on, academic achievement. As Bandura (1986) observed, both self-beliefs "contribute in their own way to the quality of human life". Because the causal relation between these self-

constructs and achievement is reciprocal, students' academic behaviors are a function of the beliefs they hold about themselves and about their academic potentialities. As a consequence, students' difficulties in basic academic skills are often directly related to their beliefs that they cannot read, write, handle numbers, or think well—that they cannot learn—even when such things are not objectively true. That is to say, many students have difficulty in school not because they are incapable of performing successfully but because they have come to believe that they cannot perform successfully—they have learned to see themselves as incapable of handling academic work. Bandura (1997) has argued that beliefs of personal competence constitute the key factor of human agency, the ability to act intentionally and exercise a measure of control over one's environment and social structures. As children strive to exercise control over their surroundings, their first transactions are mediated by adults who can empower them with self-assurance or diminish their fledgling self-beliefs (see Erikson, 1959, 1968). Because young children are not proficient at making accurate self-appraisals, they rely on the judgments of others to create their own judgments of confidence and of self-worth. It is during early childhood that the metaphor of the "looking-glass self" is at its most powerful. Parents and teachers who provide children with challenging tasks and meaningful activities that can be mastered, and who chaperone these efforts with support and encouragement, help ensure the development of a robust sense of self-worth and of self-confidence. Early mastery experiences are predictive of children's cognitive development (Ramey, McGinness, Cross, Collier, & Barrie-Blackley, 1982), and there is evidence to suggest they work independently of critical variables such as socioeconomic status (Bradley et al., 1989).

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How to cite this article: Sirous Allipour Birgani, Hakim Sahaghi, Jaleh Moridi. (2016). Relationship between Achievement Motivation, Academic Self-efficacy beliefs with Academic performance among of Jondishapour Medical Science University of Ahvaz, Iran. *Int. J. Curr. Res. Med. Sci.* 2(1): 89-93.