

Evaluating the Correlation Between the Self-efficacy and the Achievement Motivation in Pre-university Male Students in Khorramabad City for the School Year 2011-12

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Abstract: In this study self – effectiveness in five aspects including self – planning, self – belief, self – leadership, self – assessment and self – exciting has been investigated in relation with progress motivation in boy students in pre – university centers in khorrabad. In order to do this 340 of boy students in khorrabad pre – university centers were selected with multi – phases sampling and were assessed with self – effectiveness test (B.D.P) and Hermens progress motivation test (1970). Investigation data were analyzed with multi – variable regression. Results showed that self – effectiveness from four aspects including self – leadership, self – planning, self exciting and self belief has relationship with progress motivation. From self – assessment aspect, no relationship between self – effectiveness and progress motivation was found.

Key words: self – effectiveness, progress motivation , boy students in pre – university centers.

INTRODUCTION

Motivation is a theoretical variable used by training psychologists to detect its existence or absence and also its rating in students by observing their behavior in educational environments or by reviewing the scores they obtain in studied courses (Rio, 2005, translated by Seyed Mohammadi, 2003).

The subject matter of achievement motivation or incentive for success is a tendency for acquiring the success and participating in activities wherein success depends on the individual's efforts and activity (Slavin, 2006, p.326).

Piaget, a proponent of developmental psychology, believes that the changes in the cognition evolution are gradual and never occur spontaneously (quoted by Sharifi Daramadi, 2001).

Furthermore, Stipek (1984) holds that the beliefs, values and passions related to achievement are influenced by the growth changes. Children are fully task-oriented in infancy, and they believe in the existence of high power. But at later stages of growth, they get convinced of their own capabilities through comparisons with other peers and also through teachers and parents (quoted by Seyed Mohammadi, 2007).

This component of cognition is influenced by various factors such as environmental stimulants, personal incentives, learning potential, and particularly students' self-efficacy.

Self-efficacy points out to the individual's characteristic potential in facing with problems towards achieving the goals and success. This attitude is not overtly influenced by student's intelligence and learning potential, but its is rather affected by personal traits like self-belief (self-confidence), being diligent and submissive (self-agitation)(5), reviewing the factors contributing to the individual's failures (self-evaluation)(6), rearranging the preparations and social conducts to achieve the goals (self-regulation)(7) and keeping the impulses in check (self-leadership)(7).

In some students, these factors are even more impressive than learning ability in initiating educational achievement and success (Bahrami, 2007, quoted by Pourjafardoust, 2007). Piaget believes that the outline of self-efficacy terms is created through numerous internalization and externalization which occur in rich environments.

Self-efficacy works through internal incentives to force the individual to take part in the environment in a self-motivated manner and obtain the self-efficiency beilifs. Like the invisible teacher, the nature stimulates the individuals in order to reveal the various capacities at the varied stages of development (Rousseau, quoted by Sharifi Daramadi, 2001, p.35).

There is an interactive interrelationship between the achievement motivation and self-efficacy. The students usually gain the salient successes in educational fields with high self-efficacy (Bandura, 2007).

Witon (9)(1989) also believes that the achievement motivation is related to urge to overcome hard tasks, superior performance compared to others, and following high standards of superiority (quoted by Karen (10) *et al.*, 2005).

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Therefore, to have a high achievement motivation enables the individual to attain his objectives by the maximum potential. Also, there is a similar dynamic interaction between high self-efficacy and achievement motivation. When the individual is not afraid of failure (self-agitation) and plans for hitting the target, considers his own potential in planning (self-evaluation), and hopes to be success based on the pre-planned arrangements, (self-confidence) and finally manages his step-by-step behavior towards in attaining the self-perceived goal; he always enjoys a high achievement motivation since the mentioned factors are directly correlated with obtaining the success, and those successful experiences pave the way for the incentive of achievement.

On the other hand, it is believed that the self-efficacy beliefs play a major role in developing internal motivation. This internal power develops when there is a tendency to attain these criteria in the individual and if the results are good enough, the individual obtains some positive self-evaluation. This internal motivate leads to the individual's efforts in the long term even without the environmental rewards (Kadivar, 2003).

The achievement motivation is basically under the influence of individual's experiences in the family, but after several years of experiencing at school, the success and motivation start to interact and thus, the empowerment of one leads to empowerment of the other.

At schools, while the training courses are prepared previously by the Ministry of Education and Training and the educational policies are regulated by the teachers weekly or daily, the role of student's self-efficacy and achievement motivation is salient in the educational success. Perhaps, the students have been more efficient than the others who have had high learning ability (but have less achievement motivation) and better scores due to high success motivation or behavior management capabilities (Bendoza, 2001).

The correlation between the achievement motivation and high self-efficacy enables the individual to use his highest learning potential capacity otherwise the individual would not be able to tap into his potentials, no matter how abundant they are. Therefore, such capabilities lay idle and the educational yield decreases every day. Therefore, the best situation is when the individual's ambitions match his potentials (Seif, 2005).

There are over 4300 male students studying in pre-university period of state/nonprofit schools in Khorramabad City (based on statistics (11)). One of the objectives of education and training in all communities is assisting the individual to gain self-efficacy. For an individual to be efficient in adulthood, this trait should be learned in childhood and throughout the school years. This objective can be realized by pre-planning towards increasing teenagers' efficiency and also upgrading their achievement motivation level in line with this idea. Teachers also play the important role in this regard as an effective model for teaching the efficiency, creating the foundations of cultural development and increasing the students' achievement motivation (Seif, 2007).

Furthermore, the training psychologists believe that the interaction between the parents and children has a significant effect on the development of these two personal components (Mason (12) *et al.*, 1980. translated by Yasaei, 1994) because the efficiency is a generative ability which contains the following five components of self-efficacy (self-confidence, problem solving, positive thinking and self-image), Self-regulation (self-control, disciplined thinking and behavior to attain the target goals), Self-evaluation (self-valuation), Self-leadership (optimism, behavior control towards step-by-step attainment of goals), and Self-agitation (self motivation, fighting against the failure) (Bahrami, 2007, quoted by Pourjafardoust,2007).

Since the self-confidence and problem-solving ability are two fundamental factors for self-efficacy components, they undergo great changes during stages of growth. Those with higher self-confidence and thus higher self-efficacy overcome problems better (Bandura, 2007). Therefore, the education and child training environment play the significant role in the way of development and changes of these two factors.

According to the past research, it is observed that the self-efficacy has been measured as a general score and its components have been disregarded. Therefore, the researcher in this study is going to investigate the following hypothesis:

There is a correlation between the self-efficacy (self-regulation, self-leadership, self-confidence, self-evaluation, and self-agitation) and male students' achievement motivation in pre-university course.

Methodology:

This research is a predictive correlation research wherein the achievement motivation is considered as the criterion variable and the self-efficacy (self-regulation, self-leadership, self-confidence, self-evaluation, and self-agitation) considered as the predictive variable.

The research statistical population is consisted of pre-university male students in Khorramabad City during the school year 2011-12. A sample of 340 persons was selected through multi-stage sampling method. The age group of tested sample was between 16 to 18 years (mean=17 years, standard deviation=1 year)

The B.D.P. efficiency questionnaire (2007), which contains 50 questions at Likert scale and 5 components of self-regulation, self-leadership, self-confidence, self-evaluation, and self-agitation, have been used in order to measure the self-efficacy.

This questionnaire has been normalized by Pourjafardoust (2007) and the test reliability was obtained with Cronbach's alpha coefficient for 79 percent. Moreover, the correlation coefficient of 61% between this test and the Self-Esteem Scale Test has been significant at the level 0.05.

Hermens achievement motivation questionnaire (1970), consisting of 29 multiple choice questions in 10 dimensions (task stress, ambition level, time perception, recognition behavior, friend selection, achievement behavior, upward dynamism, risky behavior, time and resistance perspective), was used in order to measure the amount of achievement motivation of tests.

Sheikhfini (1993) has calculated the reliability coefficient of this test equal to 84% through the Cronbach's alpha. Moreover, Hermens considered that the high correlation coefficient of this test with TAT Test confirmed the acceptable validity of test.

Collection and Analysis Method:

The researchers attended classes and handed out the questionnaires to students and asked them to fill them without paying attention to any time limit. Calculation of descriptive statistics index and also multiple regression analysis were used in order to analyze the data and test the research questions.

Research Findings:

The following information was completed based on the achievement motivation questionnaire and the guidelines for determining the students' levels of achievement motivation were extracted; so that first the statistical indices containing the minimal, maximal, mean and standard deviation of students' achievement motivation were calculated and at the next stage the necessary classification was done based on the maximum and minimum score and also the mean scores of students' achievement motivation and the individuals' scores were determined at three levels of low, medium and high considering the mean and standard deviation; the results are presented in Table 1.

Table 1:

Statistical distribution of statistical sample individuals based on the level of achievement motivation						
Variable	Low		Average		High	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Achievement motivation	60	17/7	225	66/4	54	15/9

Information of above table indicates that in general 17.7 percent of individuals have had low achievement motivation; achievement motivation of 66.4 percent has been average, and 15.9 percent have had high achievement motivation.

Multivariate Regression Analysis was used in order to predict and explain the correlation between the components of self-efficacy and the male students' achievement motivation and its results have been shown in Table 2.

The correlation coefficient amount between the self-efficacy components and the male students' achievement motivation is 513% and 2.63% of variable variance explain the male students' achievement motivation.

Figures inserted in the balances of table shows that the components of self confidence, self leadership, self agitation, and self regulation have a significant effect on male students' achievement motivation but this effect is not significant in the components of self-evaluation.

Table 2:

Results summary of regression analysis of self- efficacy components for predicting achievement motivation			
Variables	B	W	R
			D
		513%	263%
		Self Confidence	Efficiency
	-0/232	-0/149	0/043
		Self Regulation	Efficiency
	0/292	0/192	0/010
		Self Leadership	Efficiency
	0/398	0/138	0/033
		Self Agitation	Efficiency
	_0/774	-0/417	0/000
		Self Evaluation	Efficiency
	0/076	0/041	0/542

Conclusion:

Research findings indicate that most of the components of self-efficacy have had the correlation with the students' achievement motivation.

These results are consistent with the findings of previous research (Asgharzadeh, 2004; Amini, 2003; Taheri, 2008; Chalvic and Chelvic, 2009; Lou, 2008).

The educational authorities' attention to provide the curricula appropriate to adolescents' cognitive and emotional requirements in this age can be an important factor in attracting the students to the course contents.

As already mentioned, the students' achievement motivation is among the factors which are consistent with the their self-efficiency and creates the additional force in order to achieve the objective because by high achievement motivation the students can pay attention to the teacher's training in the classroom with great enthusiasm, effort and perseverance is delightful for them, they do the homework at home with an interest and consider the appropriate time for other hobbies; being successful in the society and also the parental consent are important for them and have a good feeling while an intimate relationship with the teacher and try their best in order to attract the teacher's satisfaction in order to get a full understanding of course concepts.

All mentioned contents are the reasons for the interaction of self-efficiency components and the achievement motivation in order to improve and develop the students' performance level in the school environment. Moreover, it acknowledges the educational planners, school counselors, and parents' further consideration of their children's personality components along with their other educational abilities. Quality of efficiency varies at different stages of development, thus being familiar with the principles of evolutionary psychology in the field of self-efficiency is essential for the educational officials and predicting it is among the fundamental principles in educational planning.

By considering this case as well as the annual changes of textbooks, the training officials can achieve a remarkable success in the individual's comprehensive development by which the students' achievement motivation will be also upgraded (Shoarinejad, 1987, pp. 23, 24).

Appendix:

1. Self efficacy questionnaire (B.D.P) was designed and standardized by Dr. Hadi Bahrami, Dr. Ali Delavar and Camellia Pourjafardoust (2007).
2. Hermens, 3. Self – efficacy, 4. Achievement motivation, 5.- Self – stimulation, 6. - Self – evaluate 7.- Self – regulatory , 8.-Self-monitoring, 9.- Weiten, 10-Karen. 11. Announced statistics by the Department of Education plan and program, Khorramabad city during the school year 2011-12.

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