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The Relationship between Self- Efficacy and Achievement Motivation among Young Adults

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Abstract

The aim of the present study is to find out the relationship between self- efficacy and achievement motivation among young adults who are in the years between 18 and 26. Self- efficacy is referred to something that helps to predict motivation and performance. Self-efficacy and achievement motivation are important factors in among young adults as it is the period in which they choose their careers. It motivates individuals to improve once' competence and self- efficacy related positively to persistence and achievement (Schunk, 1995). Achievement motivation is said as the need for success or the attainment of excellence. Self- efficacy and achievement motivation are the most important predictors of academic achievement among young adults. Population: were collected from two districts, namely, Ernakulam and Thrissur using convenient sampling method. The sample constitutes 61 young adults aged from 18 to 24. The data used to analyze was Pearson correlation method. The following statistical tools were utilized in to analyze the gathered data. used were, Self- efficacy scale-SES (Dr. Arun Kumar Singh and Dr. Shruti Narain, 2014) and Achievement motivation scale (n- Ach) (Pratibha Deo and Dr. Asha Mohan, 2011). The study seems to be successful in finding that there is a relationship on self- efficacy and achievement motivation among young adults.

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Keywords

Self-efficacy, Achievement, Motivation, Young adults.

Introduction

Social cognitive theory, identify the sense of personal efficacy to exercise some control over events which affect one's life is considered to be the most influential aspect of self-knowledge. This nevertheless, is a key element in the exercise of control and personal agency. Hence, "perceived self-efficacy is defined as, people's judgments of their capabilities to organize and executive courses of action required attaining designated types of performances" (Bandura, 1986). The beliefs of self-efficacy upon the preference and choice, level of attempt, the anxiety experienced, persistency the difficulties and the belief that the losing may act as a destructive factor,

on the people with weaker level of self- efficacy. This in turn can take the assignments harder to what one truly are which result in sickness, depression and a limited view on problem solving (Bandura, 1986). It is stated that high self-efficacy can be a judgment about one's capability to execute a meticulous task at a superior level, with certainty, and repeatedly over time (Kenioua *et al.*, 2015). Therefore, young adults with higher self- efficacy tend to try harder, persist longer, choose greater challenges, experience effort more positively, and feel less anxious.

Achievement motivation can be defined as the want for triumph or the accomplishment of brilliance (Rabideau,

2005). Individuals who want to satisfy one's needs through different ways and means are driven to succeed for varying reasons both internal and external which is followed by strong sense of motivation and actions (Kenioua *et al.*, 2015). Achievement motivation can be said as behaviors dedicated to developing and demonstrating higher abilities. Moreover, achievement motivation could be a person's orientation to try hard for undertaking success, persist in the face of fail.

A young adult is generally a person in ranging in age from their late tensor early twenties to their thirties. Biologically and psychologically, young adulthood is basically an epoch of maturation and alteration. It is the time of a critical developmental period in the life course. When compared with childhood and adolescence, they show less degree of change. As just one example, the physical changes of the transition from childhood into adolescence are transformative, and bodies growing in spectacular bursts and taking on derivative sex characteristics as puberty unfolds. Whereas, young people move from adolescence into adulthood, and their physical changes are more steady and gradual. Here in this period, young adults begin the steady weight gain that is characterized adulthood, but these changes are not as sporadic as they are at the beginning of adolescence (Zagorsky and Smith, 2011).

Review of literature

The research studies conducted by Bandura and Locke (2003) strongly support the role of self-efficacy on improvement of people's activity. The findings in this study opine a strong relation between self- efficacy and general performance of the individuals was observed. The experimental research carried out by Shahrzad *et al.*, (2011) on 114 studies found that there is a strong and positive relationship between the self-efficacy and the performance. Multon *et al.*, (1991), sturdily affirm that there exist positive relationship between the self-efficacy and the academic achievements. This was proved by conducting studies on academic achievements of 38 studies within the years 1977 to 1988. Several researches have shown that positive relation between the self-efficacy and self- regulated learning and the academic achievements (Wigfield *et al.*, 2007).

Self-efficacy beliefs are important as through them the learning processes, motivations, passion and selectiveness regulates the individual's use in different areas (Bandura, 1986). Accordingly, self- regulation (Bandura, 2006) considers the self-efficacy as a born

capability that should be organized in behavior, sensational, social and learning sub- skills including the self- believe (Self- confidence, problem- solving, positive thinks), self- control, regulating the thinks and behavior to reach the goal, self evaluation, self- monitoring, positive thinking, controlling the behavior to reach the goal step by step, and self simulation to overcome the losing. It was referred that self-efficacy helps to predict motivation and performance; it motivates individuals to improve their competence, and self efficacy related positively to persistence and achievement (Schunk, 1995). In the study of Meece and Hoyle (1988), on students with task-mastery goals account more dynamic cognitive engagement with material to be learned and that perceived competence, which relates positively to motivation and task-mastery goals. Schunk and Swartz (1993), found that providing family especially college students with a process goal of learning to use a strategy and feedback on their progress increases task orientation and decreases ego orientation. Therefore, researchers opine that self-efficacy correlates positively with task orientation and negatively with ego orientation. Here in all these investigations researches find that self-efficacy undoubtedly relates to goals and achievement outcomes.

Materials and Methods

Objectives

To find out the relationship on self efficacy among between male and female.

To find out the relationship on achievement motivation among male and female.

To find out the relationship on self efficacy among young adults in urban and rural areas.

To find out the relationship on achievement motivation among young adults in urban and rural areas.

Hypotheses

H01: There will not be significant relationship on self efficacy among between male and female.

H02: There will not be significant relationship on achievement motivation among male and female.

H03: There will not be significant relationship on self efficacy among young adults in urban and rural areas.

H04: There will not be significant relationship on achievement motivation among young adults in urban and rural areas.

Population

The population consists of 61 adults including 18 males and 43 females from urban and rural areas of Eranakulam and Thrissur districts.

Inclusion criteria

Young adults from Eranakulam and Thrissur districts.

Exclusions criteria

Young adults below the age of 15 and above 17.

Tools

Self- Efficacy Scale (SES-SANS) by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). Test retest reliability: 0.82; Split- half reliability: 0.04. Concurrent validity: 0.92.

Achievement Motivation Scale (n-Ach) by Prof. Pratibha Deo and Dr. Asha Mohan (2011). Test retest reliability: 0.83. Concurrent Validity: 0.54.

Procedure

The data was collected using convenient sampling method. The questionnaires were distributed to the young adults of colleges of Eranakulam and Thrissur districts. The scores were subjected to SPSS.

Statistical analysis

Mean, Standard Deviation and Pearson Correlation Coefficient was used for analyzing the data.

Operational definitions

Self- efficacy

Peoples’ belief about their own capabilities and capacities.

Achievement motivation

Peoples’ motivation to attain success.

Young adults

Individuals between the age group of 18 to 26.

Results and Discussions

Table 1 shows the mean and standard deviation of self- efficacy and achievement motivation among male and female. The mean of self- efficacy is greater in females (77.05) than in males (72.28). The mean of achievement motivation is also greater in females (130.05) than males (118.61). The standard deviation for self- efficacy in males is 7.873 and that for females is 8.572, which is greater. The standard deviation is greater for females (26.349) than males (23.420) in achievement motivation.

Table.1 Mean and Standard Deviation of Self- Efficacy and Achievement Motivation among Male and Female

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Std. Error Mean</i>
<i>SES</i>	<i>Male</i>	<i>18</i>	<i>72.28</i>	<i>7.873</i>	<i>1.856</i>
	<i>Female</i>	<i>43</i>	<i>77.05</i>	<i>8.572</i>	<i>1.307</i>
<i>AM</i>	<i>Male</i>	<i>18</i>	<i>118.61</i>	<i>23.420</i>	<i>5.520</i>
	<i>Female</i>	<i>43</i>	<i>130.05</i>	<i>26.349</i>	<i>4.018</i>
<i>Total</i>		<i>61</i>			

Table -2 shows Pearson Correlation of the between the analyzed variables.

		<i>Gender</i>	<i>Urban& Rural</i>	<i>SES</i>	<i>AM</i>
GENDER	<i>Pearson</i>	<i>1</i>	<i>-.577**</i>	<i>0.255*</i>	<i>0.203</i>
	<i>Correlation</i>				
	<i>Sig. (2-tailed)</i>		<i>0.000</i>	<i>0.047</i>	<i>0.116</i>
	<i>N</i>	<i>61</i>	<i>61</i>	<i>61</i>	<i>61</i>
U/R	<i>Pearson</i>	<i>-.577**</i>	<i>1</i>	<i>-.359**</i>	<i>-.370**</i>
	<i>Correlation</i>				
	<i>Sig. (2-tailed)</i>	<i>.000</i>		<i>0.004</i>	<i>0.003</i>
	<i>N</i>	<i>61</i>	<i>61</i>	<i>61</i>	<i>61</i>
SES	<i>Pearson</i>	<i>0.255*</i>	<i>-.359**</i>	<i>1</i>	<i>0.337**</i>
	<i>Correlation</i>				
	<i>Sig. (2-tailed)</i>	<i>0.047</i>	<i>0.004</i>		<i>0.008</i>
	<i>N</i>	<i>61</i>	<i>61</i>	<i>61</i>	<i>61</i>
AM	<i>Pearson</i>	<i>0.203</i>	<i>-.370**</i>	<i>0.337**</i>	<i>1</i>
	<i>Correlation</i>				
	<i>Sig. (2-tailed)</i>	<i>0.116</i>	<i>0.003</i>	<i>0.008</i>	
	<i>N</i>	<i>61</i>	<i>61</i>	<i>61</i>	<i>61</i>

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

The focus of the study is to find the relationship between self- efficacy and achievement motivation among young adults. Table 1 shows the mean and standard deviation of self- efficacy and achievement motivation among male and female. The mean of self- efficacy is greater in females (77.05) than in males (72.28). The mean of achievement motivation is also greater in females (130.05) than that of males (118.61). The standard deviation for self- efficacy in males is 7.873 and that for females is 8.572, which is greater. The standard deviation is greater for females (26.349) than their counter parts (23.420) in achievement motivation respectively.

Table 2 shows the Pearson correlation of the variables. It shows that the correlation between self- efficacy and gender is 0.255 which indicates that there is a correlation at 0.05 level of significance. Thus the null hypothesis stating that there will not be significant relationship between genders on the variable self-efficacy among young adults is rejected. The previous studies conducted concluded that females have scored higher in self- efficacy than their counter parts (Rajesh Kumar and

Roshan Lal, 2006). Another study conducted by Fraser *et al.*, (2007), in men and women with multiple sclerosis concluded that women had significantly greater belief in their ability to function with multiple sclerosis. Besides, the second null hypothesis, namely, there will not be significant relationship on achievement motivation among male and female and its correlation is 0.203. It has not attained significant correlation. Thus the null hypothesis that there will not be significant relationship on achievement motivation among male and female is accepted. Beata Zitniakova Gurgova, (2007), conducted investigation and concluded that women reached a statistically significant lower value of achievement than their counter part which cannot be definitely generalized.

The Ho3 displays a negative correlation of -0.359 in self- efficacy and area of residence. It has attained at 0.01 level of significance. Thus the null hypothesis that there will not be significant relationship between urban and rural on the variable self-efficacy among young adults is rejected. Existing literatures identifies that area of residence has an effect on self- efficacy of adults (Callander and Schofield, 2016). In the case of Ho4 there

will not be significant relationship between urban and rural on the variable achievement motivation among young adults, it has got negative correlation of -0.370 at 0.01 level of significance. Thus the null hypothesis is rejected. Chandra Kala and Shirlin (2017), conducted various researches and concluded that area of residence do not affect their level of achievement motivation.

Conclusion of the study are as follows:

It was found that there is significant relationship between male and female young adults in self-efficacy.

It was found that there is no significant relationship between male and female young adults in achievement motivation.

It was found that there is significant relationship in self efficacy in young adults living in urban and rural areas.

It was found that there is significant relationship in achievement motivation among young adults in rural and urban areas.

Recommendations/Implications

Self- efficacy can be built through conducting programmes that foster their knowledge and skill attainment accompanied by development of confidence and motivation.

Counselling can be given to help individuals to set clear and specific goals.

Self-efficacy and achievement motivation are important factors in adolescence as it is the period in which they choose their careers.

Limitations

Male and female participants taken for the study were not equal.

Only 61 samples were taken for the study.

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