A Study Based On Academic Motivation, Which Leads To Self Efficacy

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Abstract

This paper is about the study on the possible effects of academic motivation which will be result in high self-efficacy. Academic motivation help the students to maintain their personality, attitude, personal behavior etc. Academic motivation assist the scholars to growth their self efficacy the studies precisely factors the fundamental elements approximately how academic motivation enables the scholars to growth their self efficacy . The research paper exactly points out the major aspects about how academic motivation help the students to increase their self-efficacy. The study would like to conduct among the students mainly on enginnering to professional degree for collecting data required for this study. The research study method used here is Survey method through online questionnaire. The geographical area of the study is limited to the area of Kerala. Questionnaire was prepared and regulated through online platform and the sample size 150, for analyzing the data we used the statistical software SPSS for the research studies it make our task very easy we use the test for tool used regression for our data analysis and interpretation. The study aimed to find out the role of academic motivation in students to increase their self efficacy . Academic motivation plays a major role in student's life to lead their career

Keywords: Academic motivation,Curriculam,Selfefficacy

1. Introduction

The aim of this study was to identify how academic motivation helps to increase confidence, self-efficacy and how it helps in career developing. Academic motivation scholar preference regarding academic problem while the scholars judged towards a standard of over all performance . It is a very important area of education which helps a student to perform with all of his or her caliber and to realize the talent and nurture it. Each and every student has the right to get enough academic motivation from the school and teachers. We are living in a very competitive world and making the next generation mentally strong is also an important thing.

Academic motivation is helping to find a job easily by enhancing the confidence through motivation. The training includes developing a good personality which helps the student to understand and learn everything regarding career. This process is a relief for the students who have fear to face the interviews and real issues.

At the same time academic motivation can leads to career anxiety. It is the fear when a student realizes that he or she need to take a risk to achieve the goals and worrying about the next decision to make. It may lead to career anxiety which can affect the self confidence of the students. In other hand there are students who become overconfident about the future by academic motivation which can affect their career badly. There is a chance that such students take everything related to career without seriousness. The objective of the study are:

• To identify whether academic motivation truly encourage the students to expand or increase their self efficacy

• To analyze the satisfaction level of students in acquiring self efficacy through academic motivation

• To assess the role of academic motivation which help the students in reduce their self efficacy

2. Theoretical Framework and Review Of Literature

Academic Motivation:

Motivation is always an influential factor in predicting students. Many studies suggested typical and controversial differences in academic motivation and self efficacy. This study aims in judging the role of achievement motivation in the relationship between motivation and academic performance [2]. Another study conducted academic motivation to increase their self efficacy .[3].Self efficacy is a successful performance and attainment of specific grade in a subject and self efficacy for general success in most of the university. [4]. Male and female differentiations are also visible in case of employed youth [7]. It was also stated that female youth are more 50% of them are following the same to achieve proper planning 9]. Another study indicated evident illiteracy on theories among college students. This further resulted in increased academic motivation plays a major role in students life to leads their career.He suggested an easy and effortless training and teaching of skills and theories to avoid such situation [5]

Self efficacy :

Several studies were conducted on the spending behavior of engineering students. Majority of them were to increasing self efficacy to increase their over confidence. To enhance academic performance acquire and apply self-regulatory process especially when dealing with challenging task, competing attraction and stressors [6]. Another study is done to determine the self efficacy and its courting with academic overall performance in postgraduate college students of Tehran University of Medical Sciences [7 Relationships between academic motivation, selfefficacy and academic procrastination [8]. Another study analyzing relationship Academic motivation is mentioned in phrases of self-efficacy, and person decision of his or her functionality to carry out given actions [9].

Self Attainment

The impact of students for perceived self efficacy for using self regulated strategies has not be tested directly. Perceived self efficacy for academic achievement item for stuent belief in their capability in areas of course work. For a social cognitive perspective measures provided the most relevant academic experience that could influence the students perception of their efficacy and goal setting. [12] There is significant difference between the self efficacy and attainment. Some studies have included work avoidance as another component of achievement goals .paintings avoidance refers back to the aim of making an investment as little attempt as possible . Goal orientations can be assessed in reference to specific subjects (e.g., math) or on a more general level (e.g., in reference to school in general). [11].

3. Research Methodology

This part describes the overall design of the study, sources of data, sample design, tools used for measurement and analysis etc.

3.1 Research Design

Research design is the major research methods, techniques and other relevant details about the whole process of the research study.

Source of Data

This study is highly dependent on primary data which was collected directly from the respondents through questionnaire. Secondary data was obtained from already published research works, journals, newspaper reports, financial management textbooks etc.

Sample Size

The total sample size was 150 . Initiative was taken to encompass equal number of male and female and also adequate number of responses in each respective age groups.

Sampling method

The sampling technique used was stratified random sampling where the whole population was divided into a strata encompassing engineering students under graduate and post graduate.

Data Collection

The whole primary data was collected using structured questionnaire circulated among engineering graduated and post graduated in 3 districts namely; Kollam, Alappuzha and Trivandrum. Questionnaire mainly

included some items that the students there is a relationship between self efficacy and academic motivation. Mostly multiple choice questionnaire also evaluated the consciousness of to what extend their knowledge, skill and personal development..

Sample Unit

The research was mainly focused on students within the age group of 20-35. The entire respondents were from Kollam, Alappuzha or Trivandrum districts.

3.2 Hypothesis

H01: There is relation deliver among the academic motivation and self efficacy'

H02: There is no dating among academic motivation and self efficacy'

3.3 Limitations

•	By some means the vicinity of records series may be a hassle because the end result can range if statistics we accrued from metro towns or distinctly modernaized city areas

•	The results may have varied if data was collected from purely rural or slum area. This data is purely focused on semi urban area.

•	The limitation of time

•	Response are biased

•	Since the research was not confined to a place alone, we get data from a confined area

4. RESULTS AND DISCUSSIONS

Profile of the respondents:

Total estimated responses was 200 but number of true and trustworthy responses counted to 188. Efforts were taken to equalize the proportion between male and female respondents and equal distribution between all the age groups .But the records has set proven an unequal distribution in which 67.5% of the entire respondents have been inside the age organization of 26-30 from which we will infer that extra than ½ of overall respondents.Out of the overall respondents 52.65% have been male and the relaxation 47.35% have been girl which truly depicts an same distribution of general evaluation among male and women.
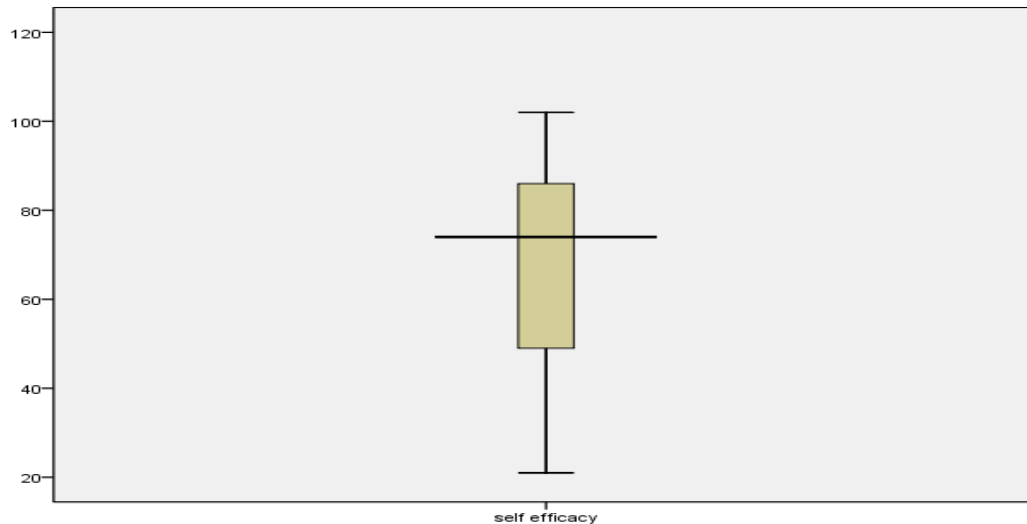
Data Analysis and Interpretation:

1.	This table shows a clear depiction This is the descriptive statistics of the self efficacy score. It can be observed the data is negatively skewed (-0.48). The box-plot is given below

Descriptives

			Statistic	Std. Error
self efficacy	Mean		68.56	1.806
	95% Confidence Interval for Mean	Lower Bound	64.99	
		Upper Bound	72.13	
	5% Trimmed Mean		69.32	
	Median		74.00	
	Variance		489.23	
	Std. Deviation		22.12	
	Minimum		21.00	
	Maximum		102.00	
	Range		81.00	

Interquartile Range	37.50	
Skewness	-0.48	.198
Kurtosis	-0.91	.394

self efficacy

Since the data is skewed, thus Box-Cox transformation $T(Y)= (Y^{\lambda} -1)/\lambda$ is used. The value of λ is estimated as 1.79798. The transformed data shows the skewness is reduced to -0.13 and the box-plot is given below

A Pearson Moment-product correlation Analysis was employed to figure out the relation between academic motivation and self efficacy.This is the descriptive statistics of the self efficacy score. It can be observed that the data is negatively skewed (-0.48). The box-plot is given below..This thereby rejects the null hypothesis and accepts the alternative hypothesis stating there is a significant relationship between academic motivation and self efficacy.

H01: There is no significant relationship between academic motivation and self efficacy   Ha1: There is significant relationship between academic motivation and self efficacy.

The correlation coefficient between motivation and self efficacy is 0.645 and the R square value is obtained as 0.415. Thus 41.5% variation of self efficacy is explained by the motivation.

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	p-value
Regression	30280.189	1	30280.189	105.162	<.001
Residual	42614.771	148	287.938		
Total	72894.960	149			

a. Predictors: (Constant), motivation

b. Dependent Variable: self efficacy

The ANOVA table shows that the regression model is significant at 0.1% level of significance (p-value<.001). The regression coefficients are given below.
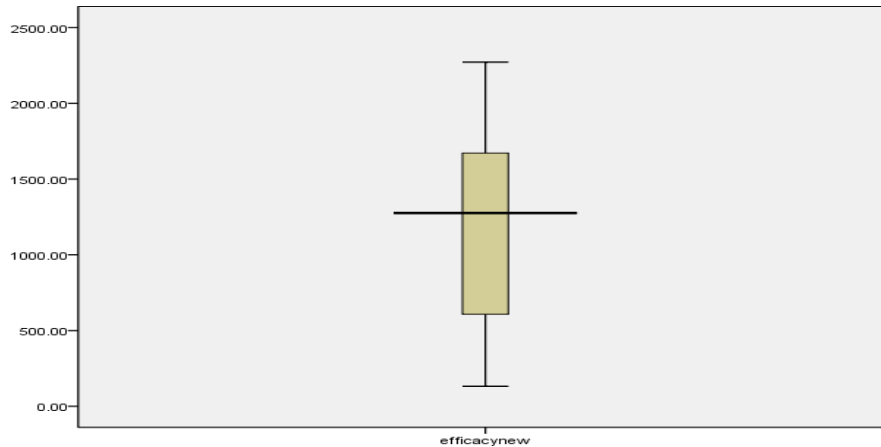
efficacynew

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	40.496	3.067		13.202	<.001
motivation	.871	.085	.645	10.255	<.001

a. Dependent Variable: self efficacy

Simple Linear Regression Of Transform Data

Model	Sum of Squares	df	Mean Square	F	p-value
Regression	24652977.4	1	24652977.4	120.807	<.001
Residual	30202257.0	148	204069.3		
Total	54855234.3	149			

a. Predictors: (Constant), motivation

b. Dependent Variable: efficacynew

After the transformation the correlation is enhanced to 0.670 and the R square value is obtained as 0.449. Thus 44.9% variation of self efficacy is explained by the motivation. The ANOVA shows the model is significant at 0.1% leve of significance (F=120.8, p-value <.001)

5. FINDINGS AND CONCLUSIONS

1. This study mainly focused on the relationship between academic motivation and self-efficacy on engineering students. The statistical analysis has brought down an acceptable conclusion for the hypothesis formulated. A descriptive statistical analysis enumerated the data is negatively skewed (-0.48). The correlation coefficient between motivation and self-efficacy is 0.645 and the R square value is obtained as 0.415. Thus, 41.5% variation of self-efficacy is explained by the motivation

2. The result of the study shows that both self efficacy and academic motivation there is significant relation were affected by the course time and grade point average.

References

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