

**RELATIONSHIP OF ACHIEVEMENT MOTIVATION AND SELF EFFICACY WITH  
ACADEMIC ACHIEVEMENT AMONG NCE STUDENTS OF COLLEGES OF  
EDUCATION IN KADUNA STATE, NIGERIA**

**BY**

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## **DECLARATION**

The researcher hereby declare that this thesis entitled “Relationship among Achievement Motivation, Self-Efficacy and Academic Achievement of NCE Students of Colleges of Education Kaduna State” was written by me in the Department of Educational Psychology and Counseling under the thorough supervision of Dr. Hadiza Tukur and Dr. Aisha I. Mohammed. All information reviewed in the literature has been acknowledged accordingly in the text and in the reference list. No part of this work has been presented for any other degree at any institution.

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Date

## CERTIFICATION

This thesis entitled “Relationship among Achievement Motivation, Self-Efficacy and Academic Achievement of NCE Students of Colleges of Education Kaduna State” submitted by Ibrahim MOHAMMED meets the regulations governing the award of Masters’ Degree of Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge.

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Date

## **DEDICATION**

This research work is dedicated to my parents, Late Mal. Mohammed Bawa and Hussaina Ibrahim for their life-long impact and solid moral, social, academic and psychological foundation laid throughout my life. I pray to the omniscient Allah to reward them with jannatul Firdausi as their final abode.

## **ACKNOWLEDGEMENT**

All praise is duly submitted to the creator of heavens and earth, out of his mercies he has spare my life and give me the opportunity to pursue this Master`s Degree. I thank almighty for all the blessings.

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## ABSTRACT

*This study investigated relationship of achievement motivation, self-efficacy and academic achievement among NCE students of colleges of education in Kaduna State. Survey design was adopted in the study. The study was guided by seven objectives, seven research questions and seven hypotheses. The population of the study was made up of 5,707 NCE II students and the sample of the study was 361 students randomly selected. Achievement Motivation, Self-efficacy Scales and students CGPA were used as instruments for data collection. Mean, Standard Deviation, Pearson Product Moment Correlation was used to test the null hypotheses that guided the study. Result findings of the study revealed that significant relationship between achievement motivation and academic achievement among NCE students ( $r=.432$ ,  $p=.002$ ). Self-efficacy was found to have significant relationship with academic achievement ( $r=.230$ ,  $p.014$ ). Significant relation exist between achievement motivation and self-efficacy with ( $r=.363$ ,  $p=.000$ ). Significant relationship was found between achievement motivation and self efficacy among art students ( $r=.683$ ,  $p=.000$ ). Significant relationship exists between achievement motivation and self efficacy among science students ( $r=.477$ ,  $p=.000$ ). Significant relationship exists between achievement motivation and self efficacy among male students ( $r=.588$ ,  $p.000$ ). Finally significant relationship was also found between achievement motivation and self efficacy among female students ( $r=.792$ ,  $p= .001$ ). The study recommended among others that educational psychologies should orient student of colleges of education on the need to enhance their achievement motivation so as to improve their academic achievement. Male and female students should be trained to have high achievement motivation because the research found positive impact of achievement motivation on self efficacy. Self-efficacious belief should equally be imparted and habituated to students through employing variety of teaching techniques and right type of approach to learning.*

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## **OPERATIONAL DEFINITION OF TERMS**

**Achievement motivation:** refers to the extent to which individual differ in their need to strive to excel academically.

**Academic Self efficacy:** refers to the degree at which students believe about their academic capability to perform educational tasks.

**Academic achievement:** refers to cumulative grade point average of NCE 2 students during the period of this study.

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background to the Study**

One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one perseveres to reach greater heights, no matter what avenue of their life be it personal or academic (Sign, 2011). The drive may come from an internal or external source. The individual determines this. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity. Also achievement of one goal sets the ball rolling for another one to be achieved. Thus to be motivated is a constant need. There are times when one faces a period of de-motivation and everything seems weak. It is then that they need to find what would motivate them back into action.

Achievement motivation is generally regarded as the drive to achieve targets and the process to maintain the drive (Pinrich, 1996). Motivation provides an important foundation to complete cognitive behavior such as planning, organization, decision-making, learning and assessments (Schunk, 1996). Spence and Helmreich (1983) defined achievement motivation as task-oriented behaviour. Performances of individuals are often compared against standards or with others for assessments. Atkinson (1964) viewed achievement motivation as comparison of performances with others and against certain standard activities. To him, achievement motivation is a combination of two personality variables – tendency to approach success and tendency to avoid failure. Achievement motivation is the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create a sense of achievement as a result (Bigge & Hunt, 1980).

On the flipside, self efficacy according to psychologist Albert Bandura (1966) is individual's belief that he/she can be able to accomplish a specific task. He believes that an essential component to accomplishing something is our confidence that we can. Bandura referred to self efficacy as the mind's self regulatory function. It tells us when to try and when to stop. If a student do not believe something is possible, he/she is less likely to attain a task and more likely to give up early. One important variable for the prediction of individual behavior is self efficacy. Bandura (1997) points out that attitude and gender are influential to some extent for some people regardless of their mediating effect and self efficacy belief.

Academic achievement is a term which represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focused of activities in instructional environment, specifically in schools, colleges and university. According to Nenty (1986), achievement is a function of personal as well as environmental factors, an individual tends to naively attribute his or her behaviour of the level of performance more to one, than the other of these factors where there is an internal motivated factor towards an important desire, an individual's level of performance usually increases. More so, when interest is lost in some desirable goals, achievement is thwarted. It is because of this that educationists consider motivation as one of the important factors for any achievement vis a vis educational achievement.

Decades of research on self efficacy have contributed significantly as well as independently to our understanding of how critical students appraisals of themselves can be for their successful functioning and well being in school (Bong & Clark, 1999). This self construct has been particularly beneficial when used to predict or explain student's achievement motivation. A substantial body to literature indicates that self-efficacy may be related to

academic achievement. This suggests that achievement motivation and self-efficacy may be directly or indirectly related to academic achievement.

Different levels of achievement motivation and self-efficacious beliefs of students may have different levels of correlation with academic achievement of students. Thus, the researcher is interested and pushed to investigate into the area of achievement motivation and self-efficacy vis-à-vis academic achievement among students of colleges of education in Kaduna state.

## **1.2 Statement of the problem**

It is generally observed by the researcher that academic achievement among NCE students has been on the decline over the years. This has been deduced from the researcher's years of teaching experience. This may be attributed to lack of desire to excel academically. The reason(s) behind this is not farfetched, some students attend college of education because they could not meet up with university requirement of five credits and cut off point in tertiary matriculation examination. Thus they find themselves there as a last resort. This lack of natural interest may influence their achievement motivation and self-efficacy. This may have serious implication on their academic achievement in colleges of education, as the case may be. Moreover, the researcher observes low academic achievement among NCE students of colleges of education in Kaduna state over the years. Some students are persuaded by parents to attend particular academic institution and to a certain extent are made to study courses against their interest or aptitude.

Teachers who are expected to motivate these categories of students more often than not, do not do so due to their lack of psychological knowledge or lack of interest in teaching even amongst themselves. These conflicting issues may lead to low achievement motivation among students which by extension may also leads to poor self-efficacy and the consequences of these factors may lead to poor academic achievement.

Moreover many students of colleges of education nowadays are observed to have set back regarding their achievement motivation which is evident by their non-challant attitude to learning such as absconding from lectures, not paying attention to lectures even when they attend, some students do not even understand the need to visit library for research and reading left alone patronizing library services in the college of education. Such kinds of students do not seem to have respect for the courses they study left alone striving hard to pursue excellence. This low achievement motivation and determination may mar students self-efficacious belief since the motivation to make one persist which may in turn strengthen self-efficacy may be a foundation of achievement motivation. If the motivation to achieve is very slim the efficacy of such students may be tampered with, which may have negative consequences on academic achievement of students. It is against this backdrop the researcher intends to investigate into study of relationship among achievement motivation, self-efficacy and academic achievement of NCE students of colleges of education in Kaduna state.

### **1.3 Objectives of the Study**

This study is based on the following objectives:

1. To assess the relationship between achievement motivation and academic achievement among NCE students of colleges of education in Kaduna state.
2. To examine the relationship between self efficacy and academic achievement of NCE students of colleges of education in Kaduna state.
3. To determine the relationship between achievement motivation and self efficacy among NCE students of colleges of education in Kaduna State.
4. To examine the relationship between achievement motivation and self efficacy of arts students in colleges of education in Kaduna state.
5. To find out the relationship between achievement motivation and self efficacy of science students in colleges of education in Kaduna state.
6. To determine the relationship between achievement motivation and self efficacy of male students in colleges of education in Kaduna state.
7. To examine the relationship between achievement motivation and self efficacy of female students in colleges of education in Kaduna state

### **1.4 Research Questions**

For the purpose of this study the following research questions are raised:

1. What is the relationship between achievement motivations and academic achievement of students of colleges of education in Kaduna state?
2. What is the relationship between self efficacy and academic achievement among students of colleges of education in Kaduna state?

3. What is the relationship between achievement motivation and self efficacy among students of colleges of education in Kaduna state?
4. What is the relationship between achievement motivation and self efficacy of arts students of colleges of education in Kaduna state?
5. What is the relationship between achievement motivation and self efficacy of science students of colleges of education in Kaduna state?
6. What is the relationship between achievement motivation and self efficacy of male students of colleges of education in Kaduna state?
7. What is the relationship between achievement motivation and self efficacy of female students of colleges of education in Kaduna state?

### **1.5 Research Hypotheses**

This research intends to test the following hypotheses:

**Ho1:** There is no significant relationship between achievement motivation and academic achievement among NCE students of colleges of education in Kaduna state.

**Ho2:** There is no significant relationship between self efficacy and academic achievement among NCE students of colleges of education in Kaduna state.

**Ho3:** There is no significant relationship between achievement motivation and self efficacy among NCE students of colleges of education in Kaduna state.

**Ho4:** There is no significant relationship between achievement motivation and self efficacy of arts students of colleges of education in Kaduna state.

**Ho5:** There is no significant relationship between achievement motivation and self efficacy of science students of colleges of education in Kaduna state.

**Ho6:** There is no significant relationship between achievement motivation and self efficacy of male students of colleges of education in Kaduna state.

**Ho7:** There is no significant relationship between achievement motivation and self efficacy of female students of colleges of education in Kaduna state

## **1.6 Basic Assumptions**

The following basic assumptions are stated to guide the study:

1. It is assumed that achievement motivation has significant relationship with academic achievement among NCE students of colleges of education in Kaduna state.
2. It is assumed that self efficacy has significant relationship with academic achievement among NCE students of colleges of education in Kaduna state.
3. It is also assumed that achievement motivation may have significant relationship with self efficacy among NCE students of colleges of education in Kaduna state.
4. It is assumed that achievement motivation and self efficacy have significant relationship among art students of colleges of education in Kaduna state.
5. It is assumed that achievement motivation and self efficacy have significant relationship among science students of colleges of education in Kaduna state.
6. It is assumed that significance relationship exist between achievement motivation and self efficacy of male students of colleges of education in Kaduna state.
7. It is finally assumed that significance relationship exist between achievement motivation and self efficacy of female students of colleges of education in Kaduna state



## **1.7 Significance of the Study**

This study will go along way in enhancing and improving quality of teaching and learning especially at the colleges of education. The study will assist all stakeholders in their efforts to restore the standard of education in the country.

Teachers will also benefit from the research through encouraging and motivating students at all levels the importance of hard work and learning. This may be in form of reward to the best students and encourage the weak ones that they can make it.

Educational psychologists and counselors will find this study of immense significance as it equips them with better understanding of the main thrust of the variables under investigation (achievement motivation and self efficacy). This will in turn broaden their horizon thereby apply them appropriately in their task of behavior modification.

Educational administrators and planners stand to benefit from this study in the sense that it will provide them with empirically data that will assist them in making formidable educational plans and programmes that would support students in their achievement motivation and self efficacy.

To students, the findings and recommendations of the research will put them in a position to understand their level of achievement and efficacious beliefs which will pave way of adjusting them for better learning and academic performance.

The study will equip parents and guardians with knowledge and understanding of the major variables of the study. This will enable them to educate their children by preparing them for the impending task and challenges that await them as they leave their home to school so as to help them cope with school rules and regulation. Yet still, this study will serve as a reference

material for the research community who may wish to carry out further researches on similar problem, in order to add to the existing body of knowledge.

### **1.8 Scope and delimitation of the study**

The study covers achievement motivation, self efficacy and academic achievement as the major variables of the research. It covers the entire NCE II students of Federal College of Education, Zaria and Kaduna State College of Education Gidan Waya involving both male and female students as they are observed to struggle with forming achievement motivation and self-efficacy at NCE II level. The study is delimited to other categories of students – namely NCE 1 and 3 and does not include other variables other than achievement motivation, self efficacy and academic achievement.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter deals with review of conceptual framework, theoretical framework that are pertinent to the major variables of the study, review of empirical studies were also examined and finally summary of literature review and uniqueness of the study was established.

#### **2.2 Conceptual Framework**

The following are areas of the review:

- Concept of Achievement Motivation
- Types of Motivation
- Forms of Achievement Motivation
- Achievement Motivation Training
- Concept of Self-Efficacy
- Components of Self Efficacy
- Sources of Self Efficacy Beliefs
- Efficacy-Activated Processes
- Adaptive Benefits of Optimistic Self-Beliefs of Efficacy
- Development and Exercise of Self-Efficacy over the Lifespan
- Concept of Academic Achievement
- Relationship between Self-Efficacy and Academic Achievement
- Relationship between Achievement Motivation and Academic Achievement

#### **2.3 Theoretical Framework:**

2.3.1 David McClelland Theory of Achievement Motivation

2.3.2 Albert Bandura Social Cognitive Learning Theory

2.3.3 Weiner Attribution Theory of Failure and Success

2.4 Review of Empirical Studies

2.5 Summary

### 2.2.1 Concept of Achievement Motivation

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 (Schmidt & Frieze, 1997). 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.

Elliot and McGregor's (2001) model of achievement motivation, discuss two broad classes of goals: *mastery goals* i.e. to "master" the task at hand and *performance goals* i.e. demonstrating superior performance relative to others. Research indicates that when students adopt mastery goals, they tend to engage in more effective cognitive processing strategies (Noar,

Anderman, Zimmerman, and Cupp, 2005). Social goals are another important type of goals, although not examined at length as mastery and performance goals (Dowson & McInerney, 2001). In these goals social reasons are the main concerns for trying to achieve in academics. According to Maehr (2008) achievement motivation is largely social psychological in nature. It often occurs within groups, where interpersonal interactions can undermine or facilitate engagement in the tasks to be done.

### **2.2.1.1 Types of Motivation**

According to Carol (2014) intrinsic motivation is the motivation that comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved such as a prize, a payment or in the case of students, grade.

Kendra (2014) explain intrinsic motivation as the behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from the within the individual because it is intrinsically rewarding. This contrast with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishments.

Consider for a moment your motivation for being in a class if you are here because you have an interest in the lesson and simply want to know more about the issues then you are acting based upon intrinsic motivation. If however, you are there because you have to learn the information to pass exams or to avoid failing a course then you are acting based upon extrinsic motivation.

Intrinsic motivation occurs when we act without any obvious external rewards. When you simply enjoy an activity or it as opportunity to explore, learn and actualize our potentials (Coon and Mitterer, 2010) intrinsic motivation refers to the reasons why we perform certain activities for inherent satisfaction or pleasure, you might say performing one of these activities in reinforcing in-and- of itself (White 1959). Intrinsic motivation refers to motivation that is driven by an enjoyment in the task itself and exists within the individual rather than relying on external pressures or a desire for rewards.

Extrinsic motivation refers to our tendency to perform activities for known external rewards, whether they may be tangible (e.g money) or psychological (e.g praise, admiration by others) in nature. What makes a person into action or motivation can come from s number of ways it can come from an internal urge otherwise known as the intrinsic motivation or from outside the individual which is refer to as extrinsic motivation. A motivation to win medal for example or receiving financial rewards or popularity this is known as external or extrinsic motivation because it involve participation in some activity for some kind of reward that is external to the process of participation. Common extrinsic motivation apart from what is mentioned above may include rewards for grades which mostly affect students, reward for showing the desired behavior, and the threat of punishment following misbehavior. Competition is an extrinsic motivation; a cheering crowd and the desire to win a trophy are also extrinsic incentives.

Psychologist have made several attempt what motivation human behavior the process and the mechanism in a number of was which include the McDougall's theory of instinct Hull's drive reduction theory, Freud psycho-analytic theory, Adler's social urge Behaviourist learning theories of motivation among others.

In short any set of explanations (or theories) that explain motivation from the view point of incentive or reward or punishment is term extrinsic theory of motivation.

### **2.2.1.2 Forms of Achievement Motivation**

McClelland (1961) identified three basic forms of achievement motivation in his book “The Achieving Society”

- Need for achievement (n-Anch)
- Need for affiliation (n-Aff)
- Need for power or authority (n-pow)

**Need for Achievement:** People with a high need for achievement (nAch) seek to excel and thus tend to avoid both low-risk and high risk situations. Achievers avoid low-risk situations because the easily attained success is not a genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than one’s own effort. High nAch individuals prefer work that has a moderate probability of success, ideally 50% chance.

Achievers need regular feedback in order to monitor the progress of their achievements. They prefer either to work alone or with other high achievers.

#### **Characteristics of N-Achn Individuals**

- They have strong need to set and accomplish challenging goals.
- They take calculated risk to accomplish their goals.
- Like to receive regular feedback on their progress and achievements.
- Often like to work alone.

**Need for Affiliation:** Those with a high need for affiliation (nAff) need to create close personal relationship with others, need to feel accepted by other people and avoid conflict. They tend to conform to the norms of their work group. High nAff individuals prefer work that provides significant personal interaction. They perform well in customer services and client interactions.

### **Characteristics of N-Aff Individuals**

- Want to belong to the group.
- Want to be liked, and will often go along with whatever the rest of the group want to do.
- Favors collaboration over competition.
- Don't like high-risk or uncertainty.

**Need for Power:** The need for power is the drive to control, be responsible and have authority over others and to influence others. A person's need for power (npow) can be one of two types- personal and institutional. Those who need personal power want to direct others, and this need often is perceived as undesirable. Persons who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization. Manager with a high need for institutional power tend to be more effective than those with a high need for personal power.

### **Characteristics of N-Pow Individuals**

- Want to control and influence others.
- Like to win arguments.
- Enjoy competitions and winning.
- Enjoy status and recognition.



### **2.2.1.3 Achievement Motivation Training**

The role of society and culture in training need for achievement was emphasize by McClelland. The author claimed that this motive can be taught and consequently he developed training programs, mainly for business people to increase their achievement motivation. Nowadays, those trainings are used not only by managers and entrepreneurs, but also in order to improve school performance by underachieving students and help to find job or start a business by unemployed. The training model was also used in different countries.

There are numerous modifications of classic McClelland's training but usually it takes about 70 hours of work within 5 or more days (Consortium for Research on Emotional Intelligence in Organizations, 2010). At the beginning participants are informed of the training objective which is to strengthen their need for achievement. The next part of the training is devoted to presentations defining achievement motivation, the high achievers' characteristic and the relation between achievement motivation and success in work or other participants' activities. Thereafter, discussions about presented information take part and participant in small groups try to find examples of behaviors and decisions made under the influence of achievement motivation.

The aim of his part of the training is to form participants 'belief that increase of achievement motivation is possible and desirable. Moreover, effects of group work help participants to understand the construct of achievement motivation and show that higher need for achievement can result in accomplishing both occupational and personal success. The following part of the training consists on group work aiming to fully understand the concept of need for achievement. Than participants learn methods of scoring achievement motivation in stories and score their own stories. This exercise show them how achievement motivation influence on

different situation but also is a possibility to learn about their own level of achievement motive which can result in strong need for change. Thereafter, participants' work is focused on "achievement thinking", which means writing new stories, saturated with achievement-related thinking. Very important aspect of need for achievement training is also goal setting and therefore participants develop and discuss their own detailed personal goals within two- and five years perspective.

The next activity is focused on playing games regarding real-life situations. Participants' behavior is scored on several criteria and they receive individual feedback. Then participants, aware about their level of achievement motivation, decide about the desired improvement of their need for achievement. That precedes the last part of the training program which is focused on developing personal plan of change. Participants discuss their individual plans and receive help in choosing useful techniques of increasing achievement motivation. They also discuss methods of recording everyday changes and managing possible difficulties.

The program designers conceptualized the program as involving seven "training inputs". The first is to learn achievement motivation thinking. The second is for the participants to understand their own characteristics and goals. The third is to help the participants practice achievement-related actions in case, role plays and real life. The fourth input is to practice achievement-related actions in business and other games. The fifth input is for the participants to relate the achievement behavior model to their own behavior, self-image and goals. Sixth, the program helps participants develop a personal action plan. Finally, the program provides participants with feedback on progress towards achieving goals.

Several analysis measuring effects of this training show its efficacy. Kolb in his study tested change in the level of achievement motivation among underachieving high-school boys. Participants of his experiment were 20 boys with IQs above 120 and school grades below C. After receiving the training as a part of a summer-school program, in a 1,5 yr. period their total grade average improved significantly in comparison to the controlled group. Similarly, Durand conducted a 18-moths study of training program aimed at increasing entrepreneurial activities among Afro-Americans. Post training measurement indicated that motivation trained participants became more active (hours worked, new investments, employees hired, etc.) than the control group.

### **2.2.2 Concept of Self-Efficacy**

Self-efficacy refers to one's personal beliefs in their ability to organize and perform a course of action required to reach a desired target. On the other hand self-efficacy refers to the belief one has in their ability to accomplish or carry out a task or attain a specific performance outcome. Bandura (1997) defined, Self efficacy as people's judgments or beliefs of their capabilities to organize and execute courses required attaining designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses.

Self-efficacy is how well a person will act upon at almost any challenge. A person's self-efficacy is a strong determinant of their effort, determination, strategizing as well as their following performance (Heslin & Klehe, 2006). Bandura (1997) offered a set of guidelines for the development of self-efficacy scales. He described self-efficacy as a set of self-beliefs linked to distinct realms of functioning rather than a global trait. He took self-efficacy as a unique and

different construct from similar constructs such as self-esteem, confidence, and outcome expectancies. Further he asserted that the measures of self-efficacy should measure self-efficacy only which is more precise and limited than self-confidence. Self-confidence is a universal personality quality that refers to how boldly people take actions in most situations and self-esteem is the extent to which a person evaluates himself or herself, it is generally also more enthusiastically developed than self-confidence or self-efficacy (Heslin & Klehe, 2006).

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives Kimberly & Maccledon (2002). Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

According to Pajares (1997) a strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to

pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression.

### **2.2.2.1 Components of Self Efficacy**

Bandura (1977) outlined four sources of information that individuals employ to judge their efficacy: performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). These components help individuals determine if they believe they have the capability to accomplish specific tasks. Williams and Williams (2010) note that individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided.

- **Performance Outcomes:** According to Bandura, performance outcomes, or past experiences, are the most important source of self-efficacy. Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task (Bandura, 1977). For example, if one performed well in a training workshop, they are more likely to feel confident and have high self-efficacy in another training workshop. The individual's self-efficacy will be high in that particular area, and since he or she has a high self-efficacy, he or she is more likely to try harder and complete the task with much better results. The opposite is also true. If an individual experiences a failure, self-efficacy is likely to be

reduced. However, if these failures are later overcome by conviction, it can serve to increase self-motivated persistence when the situation is viewed as an achievable challenge (Bandura, 1977).

Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established Schunk (1989).

- **Vicarious Experiences:** People can develop high or low self-efficacy vicariously through other people's performances. A person can watch another perform and then compare his own competence with the other individual's competence (Bandura, 1977). If a person sees someone similar to them succeed, it can increase their self-efficacy. However, the opposite is also true; seeing someone similar fail can lower self-efficacy. An example of how vicarious experiences can increase self-efficacy in the work place is through mentoring programs, where one individual is paired with someone on a similar career path who will be successful at raising the individual's self-efficacy beliefs. This is even further strengthened if both have a similar skill set, so a person can see first-hand what they may achieve. Example of how the opposite can be true is in a smoking cessation program, where, if individuals witness several people fail to quit, they may worry about their own chances of success, leading to low self-efficacy for quitting, or a weight-loss program where others do not achieve the results you are hoping for.
- **Verbal Persuasion:** According to Redmond (2009), self-efficacy is also influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform, such as a manager telling an employee: "You can do it. I have confidence in you." Using verbal persuasion in a positive light generally leads individuals to put forth more effort;

therefore, they have a greater chance at succeeding. However, if the verbal persuasion is negative, such as a manager saying to the employee, “This is unacceptable! I thought you could handle this project” can lead to doubts about oneself resulting in lower chances of success. Also, the level of credibility directly influences the effectiveness of verbal persuasion; where there is more credibility, there will be a greater influence. In the example above, a pep talk by a manager who has an established, respectable position would have a stronger influence than that of a newly hired manager. Although verbal persuasion is also likely to be a weaker source of self-efficacy beliefs than performance outcomes, it is widely used because of its ease and ready availability (Redmond, 2009).

- **Physiological Feedback (emotional arousal):** People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy (Bandura, 1977). Some examples of physiological feedback are: giving a speech in front of a large group of people, making a presentation to an important client, taking an exam, etc. All of these tasks can cause agitation, anxiety, sweaty palms, and/or a racing heart (Redmond, 2009). Although this source is the least influential of the four, it is important to note that if one is more at ease with the task at hand they will feel more capable and have higher beliefs of self-efficacy.

#### **2.2.2.2 Sources of Self Efficacy Beliefs**

According to Bong & Clark (1999) People's beliefs about their efficacy can be developed by four main sources of influence. The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

If people experience only easy successes they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity (Bandura, & Walters 1963).

The second way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed. By the same token, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts. The impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models. The greater the assumed similarity the more persuasive are the models' successes and failures. If people see the models as very different from themselves their perceived self-efficacy is not much influenced by the models' behavior and the results it produces (Bandura 1996).

Modeling influences do more than provide a social standard against which to judge one's own capabilities. People seek proficient models who possess the competencies to which they aspire. Through their behavior and expressed ways of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands. Acquisition of better means raises perceived self-efficacy (Bandura 1991).



Social persuasion is a third way of strengthening people's beliefs that they have what it takes to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. To the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy (Wood & Bandura 1989).

According to Schwarzer (2005) it is more difficult to instill high beliefs of personal efficacy by social persuasion alone than to undermine it. Unrealistic boosts in efficacy are quickly disconfirmed by disappointing results of one's efforts. But people who have been persuaded that they lack capabilities tend to avoid challenging activities that cultivate potentialities and give up quickly in the face of difficulties. By constricting activities and undermining motivation, disbelief in one's capabilities creates its own behavioral validation.

Successful efficacy builders do more than convey positive appraisals. In addition to raising people's beliefs in their capabilities, they structure situations for them in ways that bring success and avoid placing people in situations prematurely where they are likely to fail often. They measure success in terms of self-improvement rather than by triumphs over others (Pajares & Urdan 2006).

People also rely partly on their somatic and emotional states in judging their capabilities. They interpret their stress reactions and tension as signs of vulnerability to poor performance. In activities involving strength and stamina, people judge their fatigue, aches and pains as signs of physical debility. Mood also affects people's judgments of their personal efficacy. Positive mood enhances perceived self-efficacy, despondent mood diminishes it. The fourth way of modifying

self-beliefs of efficacy is to reduce people's stress reactions and alter their negative emotional proclivities and is interpretations of their physical states. It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance, whereas those who are beset by self-doubts regard their arousal as a debilitator. Physiological indicators of efficacy play an especially influential role in health functioning and in athletic and other physical activities (Schwarzer 2005).

### **2.2.2.3 Efficacy-Activated Processes**

Much research has been conducted on the four major psychological processes through which self-beliefs of efficacy affect human functioning.

- **Cognitive Processes**

The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behavior, being purposive, is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them. Most courses of action are initially organized in thought. People's beliefs in their efficacy shape the types of anticipatory scenarios they construct and rehearse. Those who have a high sense of efficacy, visualize success scenarios that provide positive guides and supports for performance Robert (2002). Those who doubt their efficacy, visualize failure scenarios and dwell on the many things that can go wrong. It is difficult to achieve much while fighting self-doubt. A major function of thought is to enable people to predict events and to develop ways to control those that affect their lives. Such skills require effective cognitive

processing of information that contains many ambiguities and uncertainties. In learning predictive and regulative rules people must draw on their knowledge to construct options, to weight and integrate predictive factors, to test and revise their judgments against the immediate and distal results of their actions, and to remember which factors they had tested and how well they had worked (Pajares & Schunk, 2001).

It requires a strong sense of efficacy to remain task oriented in the face of pressing situational demands, failures and setbacks that have significant repercussions. Indeed, when people are faced with the tasks of managing difficult environmental demands under taxing circumstances, those who are beset by self-doubts about their efficacy become more and more erratic in their analytic thinking, lower their aspirations and the quality of their performance deteriorates. In contrast, those who maintain a resilient sense of efficacy set themselves challenging goals and use good analytic thinking which pays off in performance accomplishments (Bandura, 1986).

- **Motivational Processes**

Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. They form beliefs about what they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves and plan courses of action designed to realize valued futures (Pastoreli, 1996).

Schunk & Zimmerman (1994) there are three different forms of cognitive motivators around which different theories have been built. They include causal attributions, outcome expectancies, and cognized goals. The corresponding theories are attribution theory, expectancy-

value theory and goal theory, respectively. Self-efficacy beliefs operate in each of these types of cognitive motivation. Self-efficacy beliefs influence causal attributions. People who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Causal attributions affect motivation, performance and affective reactions mainly through beliefs of self-efficacy.

In expectancy-value theory, motivation is regulated by the expectation that a given course of behavior will produce certain outcomes and the value of those outcomes. But people act on their beliefs about what they can do, as well as on their beliefs about the likely outcomes of performance. The motivating influence of outcome expectancies is thus partly governed by self-beliefs of efficacy Schunk & Zimmerman (1994). There are countless attractive options people do not pursue because they judge they lack the capabilities for them. The predictiveness of expectancy-value theory is enhanced by including the influence of perceived self- efficacy.

The capacity to exercise self-influence by goal challenges and evaluative reaction to one's own attainments provides a major cognitive mechanism of motivation. A large body of evidence shows that explicit, challenging goals enhance and sustain motivation. Goals operate largely through self-influence processes rather than regulate motivation and action directly. Motivation based on goal setting involves a cognitive comparison process Woolfolk & Hoy (1998). By making self-satisfaction conditional on matching adopted goals, people give direction to their behavior and create incentives to persist in their efforts until they fulfill their goals. They seek self-satisfaction from fulfilling valued goals and are prompted to intensify their efforts by discontent with substandard performances.

Graham and Weiner (1996) motivation based on goals or personal standards is governed by three types of self influences. They include self-satisfying and self-dissatisfying reactions to one's performance, perceived self-efficacy for goal attainment, and readjustment of personal goals based on one's progress. Self-efficacy beliefs contribute to motivation in several ways: They determine the goals people set for themselves; how much effort they expend; how long they persevere in the face of difficulties; and their resilience to failures. When faced with obstacles and failures people who harbor self-doubts about their capabilities slacken their efforts or give up quickly. Those who have a strong belief in their capabilities exert greater effort when they fail to master the challenge. Strong perseverance contributes to performance accomplishments (Lent & Hackett, 1987).

- **Affective Processes**

According to Maddux and Stanley (1986) People's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies. They view many aspects of their environment as fraught with danger. They magnify the severity of possible threats and worry about things that rarely happen. Through such inefficacious thinking they distress themselves and impair their level of functioning. Perceived coping self-efficacy regulates avoidance behavior as well as anxiety arousal. The stronger the sense of self-efficacy the bolder people are in taking on taxing and threatening activities.

Anxiety arousal is affected not only by perceived coping efficacy but by perceived efficacy to control disturbing thoughts. The exercise of control over one's own consciousness is summed up well in the proverb: "You cannot prevent the birds of worry and care from flying over your head. But you can stop them from building a nest in your head." Perceived self-efficacy to control thought processes is a key factor in regulating thought produced stress and depression. It is not the sheer frequency of disturbing thoughts but the perceived inability to turn them off that is the major source of distress. Both perceived coping self-efficacy and thought control efficacy operate jointly to reduce anxiety and avoidant behavior (Shavelson & Bolus 1982).

Bandura (1986) Social cognitive theory prescribes mastery experiences as the principal means of personality change. Guided mastery is a powerful vehicle for instilling a robust sense of coping efficacy in people whose functioning is seriously impaired by intense apprehension and phobic self-protective reactions (Schunk 1989). Mastery experiences are structured in ways to build coping skills and instill beliefs that one can exercise control over potential threats. Intractable phobics, of course, are not about to do what they dread. One must, therefore, create an environment so that incapacitated phobics can perform successfully despite themselves. This is achieved by enlisting a variety of performance mastery aids. Feared activities are first modeled to show people how to cope with threats and to disconfirm their worst fears. Coping tasks are broken down into subtasks of easily mastered steps. Performing feared activities together with the therapist further enables phobics to do things they would resist doing by themselves. Another way of overcoming resistance is to use graduated time. Phobics will refuse threatening tasks if they will have to endure stress for a long time. But they will risk them for a short period. As their

coping efficacy increases the time they perform the activity is extended. Protective aids and dosing the severity of threats also help to restore and develop a sense of coping efficacy.

After functioning is fully restored, the mastery aids are withdrawn to verify that coping successes stem from personal efficacy rather than from mastery aids. Self-directed mastery experiences, designed to provide varied confirmatory tests of coping capabilities, are then arranged to strengthen and generalize the sense of coping efficacy (Ashton 1986). Once people develop a resilient sense of efficacy they can withstand difficulties and adversities without adverse effects.

Guided mastery treatment achieves widespread psychological changes in a relatively short time. It eliminates phobic behavior and anxiety and biological stress reactions, creates positive attitudes and eradicates phobic ruminations and nightmares. Evidence that achievement of coping efficacy profoundly affects dream activity is a particularly striking generalized impact (Ashton 1986).

Bandura (1995) a low sense of efficacy to exercise control produces depression as well as anxiety. It does so in several different ways. One route to depression is through unfulfilled aspiration. People who impose on themselves standards of self-worth they judge they cannot attain drive themselves to bouts of depression. A second efficacy route to depression is through a low sense of social efficacy (Bandura 1977). People who judge themselves to be socially efficacious seek out and cultivate social relationships that provide models on how to manage difficult situations, cushion the adverse effects of chronic stressors and bring satisfaction to people's lives. Perceived social inefficacy to develop satisfying and supportive relationships increases vulnerability to depression through social isolation. Much human depression is

cognitively generated by dejecting ruminative thought. A low sense of efficacy to exercise control over ruminative thought also contributes to the occurrence, duration and recurrence of depressive episodes.

Other efficacy-activated processes in the affective domain concern the impact of perceived coping self-efficacy on biological systems that affect health functioning. Stress has been implicated as an important contributing factor to many physical dysfunctions. Controllability appears to be a key organizing principle regarding the nature of these stress effects. It is not stressful life conditions per se, but the perceived inability to manage them that is debilitating. Thus, exposure to stressors with ability to control them has no adverse biological effects. But exposure to the same stressors without the ability to control them impairs the immune system. The impairment of immune function increases susceptibility to infection, contributes to the development of physical disorders and accelerates the progression of disease (Ader & Cohen 1993).

Biological systems are highly interdependent. A weak sense of efficacy to exercise control over stressors activates autonomic reactions, catecholamine secretion and release of endogenous opioids. These biological systems are involved in the regulation of the immune system. Stress activated in the process of acquiring coping capabilities may have different effects than stress experienced in aversive situations with no prospect in sight of ever gaining any self-protective efficacy. There are substantial evolutionary benefits to experiencing enhanced immune function during development of coping capabilities vital for effective adaptation. It would not be evolutionarily advantageous if acute stressors invariably impaired immune function, because of their prevalence in everyday life. If this were the case, people would



experience high vulnerability to infective agents that would quickly do them in. There is some evidence that providing people with effective means for managing stressors may have a positive effect on immune function. Moreover, stress aroused while gaining coping mastery over stressors can enhance different components of the immune system (Ader & Cohen, 1993).

There are other ways in which perceived self-efficacy serves to promote health. Lifestyle habits can enhance or impair health. This enables people to exert behavioral influence over their vitality and quality of health. Perceived self-efficacy affects every phase of personal change--whether people even consider changing their health habits; whether they enlist the motivation and perseverance needed to succeed should they choose to do so; and how well they maintain the habit changes they have achieved. The stronger the perceived self-regulatory efficacy the more successful people are in reducing health-impairing habits and adopting and integrating health-promoting habits into their regular lifestyle. Comprehensive community programs designed to prevent cardiovascular disease by altering risk-related habits reduce the rate of morbidity and mortality (Bergh & Chatrand 1999).

- **Selection Processes**

The discussion so far has centered on efficacy-activated processes that enable people to create beneficial environments and to exercise some control over those they encounter day in and day out. People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing the types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling. By the choices they make, people cultivate different

competencies, interests and social networks that determine life courses. Any factor that influences choice behavior can profoundly affect the direction of personal development. This is because the social influences operating in selected environments continue to promote certain competencies, values, and interests long after the efficacy decisional determinant has rendered its inaugurating effect (Ashton & Webb 1986).

Career choice and development is but one example of the power of self-efficacy beliefs to affect the course of life paths through choice-related processes. The higher the level of people's perceived self-efficacy the wider the range of career options they seriously consider, the greater their interest in them, and the better they prepare themselves educationally for the occupational pursuits they choose and the greater is their success. Occupations structure a good part of people's lives and provide them with a major source of personal growth (Schunk, 1989).

#### **2.2.2.4 Adaptive Benefits of Optimistic Self-Beliefs of Efficacy**

There is a growing body of evidence that human accomplishments and positive well-being require an optimistic sense of personal efficacy. This is because ordinary social realities are strewn with difficulties. They are full of impediments, adversities, setbacks, frustrations, and inequities. People must have a robust sense of personal efficacy to sustain the perseverant effort needed to succeed. In pursuits strewn with obstacles, realists either foresake them, abort their efforts prematurely when difficulties arise or become cynical about the prospects of effecting significant changes (Bandura & Wood 1989).

Amin (2002) it is widely believed that misjudgment breeds personal problems. Certainly, gross miscalculation can get one into trouble. However, the functional value of accurate self-appraisal depends on the nature of the activity. Activities in which mistakes can produce costly

or injurious consequences call for accurate self-appraisal of capabilities. It is a different matter where difficult accomplishments can produce substantial personal and social benefits and the costs involve one's time, effort, and expendable resources. People with a high sense of efficacy have the staying power to endure the obstacles and setbacks that characterize difficult undertakings.

When people err in their self-appraisal they tend to overestimate their capabilities. This is a benefit rather than a cognitive failing to be eradicated. If efficacy beliefs always reflected only what people can do routinely they would rarely fail but they would not set aspirations beyond their immediate reach nor mount the extra effort needed to surpass their ordinary performances (Clifford 1981).

Frieze & Weiner (1971) people who experience much distress have been compared in their skills and beliefs in their capabilities with those who do not suffer from such problems. The findings show that it is often the normal people who are distorters of reality. But they display self-enhancing biases and distort in the positive direction. People who are socially anxious or prone to depression are often just as socially skilled as those who do not suffer from such problems. But the normal ones believe they are much more adept than they really are. The nondepressed people also have a stronger belief that they exercise some control over situations.

Social reformers strongly believe that they can mobilize the collective effort needed to bring social change. Although their beliefs are rarely fully realized they sustain reform efforts that achieve important gains. Were social reformers to be entirely realistic about the prospects of transforming social systems they would either forego the endeavor or fall easy victim to

discouragement. Realists may adapt well to existing realities. But those with a tenacious self-efficacy are likely to change those realities (Lawson & Goldstein 1975).

Innovative achievements also require a resilient sense of efficacy. Innovations require heavy investment of effort over a long period with uncertain results. Moreover, innovations that clash with existing preferences and practices meet with negative social reactions. It is, therefore, not surprising that one rarely finds realists in the ranks of innovators and great achievers.

In his delightful book, titled, *Rejection*, John White in Schwarzer (2008) provides vivid testimony, that the striking characteristic of people who have achieved eminence in their fields is an inextinguishable sense of personal efficacy and a firm belief in the worth of what they are doing. This resilient self-belief system enabled them to override repeated early rejections of their work.

#### **2.2.2.5 Development and Exercise of Self-Efficacy over the Lifespan**

According to Usher (2006) different periods of life present certain types of competency demands for successful functioning. These normative changes in required competencies with age do not represent lock-step stages through which everyone must inevitably pass. There are many pathways through life and, at any given period, people vary substantially in how efficaciously they manage their lives. The sections that follow provide a brief analysis of the characteristic developmental changes in the nature and scope of perceived self-efficacy over the course of the lifespan.

- **Origins of a Sense of Personal Agency**

The newborn comes without any sense of self. Infants exploratory experiences in which they see themselves produce effects by their actions provide the initial basis for developing a sense of efficacy. Shaking a rattle produces predictable sounds, energetic kicks shake their cribs, and screams bring adults. By repeatedly observing that environmental events occur with action, but not in its absence, infants learn that actions produce effects. Infants who experience success in controlling environmental events become more attentive to their own behavior and more competent in learning new efficacious responses, than are infants for whom the same environmental events occur regardless of how they behave (Bandura 1986).

Development of a sense of personal efficacy requires more than simply producing effects by actions. Those actions must be perceived as part of oneself. The self becomes differentiated from others through dissimilar experience. If feeding oneself brings comfort, whereas seeing others feed themselves has no similar effect, one's own activity becomes distinct from all other persons. As infants begin to mature those around them refer to them and treat them as distinct persons. Based on growing personal and social experiences they eventually form a symbolic representation of themselves as a distinct self (Bandura, 1963).

- **Familial Sources of Self-Efficacy**

Maddux (1986) young children must gain self-knowledge of their capabilities in broadening areas of functioning. They have to develop, appraise and test their physical capabilities, their social competencies, their linguistic skills, and their cognitive skills for comprehending and managing the many situations they encounter daily. Development of sensorimotor capabilities greatly expands the infants' exploratory environment and the means for

acting upon it. These early exploratory and play activities, which occupy much of children's waking hours, provide opportunities for enlarging their repertoire of basic skills and sense of efficacy. Successful experiences in the exercise of personal control are central to the early development of social and cognitive competence. Parents who are responsive to their infants' behavior, and who create opportunities for efficacious actions by providing an enriched physical environment and permitting freedom of movement for exploration, have infants who are accelerated in their social and cognitive development (Zimmerman 1999). Parental responsiveness increases cognitive competence, and infants' expanded capabilities elicit greater parental responsiveness in a two-way influence. Development of language provides children with the symbolic means to reflect on their experiences and what others tell them about their capabilities and, thus, to expand their self-knowledge of what they can and cannot do.

The initial efficacy experiences are centered in the family. But as the growing child's social world rapidly expands, peers become increasingly important in children's developing self-knowledge of their capabilities. It is in the context of peer relations that social comparison comes strongly into play. At first, the closest comparative age-mates are siblings. Families differ in number of siblings, how far apart in age they are, and in their sex distribution. Different family structures, as reflected in family size, birth order, and sibling constellation patterns, create different social comparisons for judging one's personal efficacy. Younger siblings find themselves in the unfavorable position of judging their capabilities in relation to older siblings who may be several years advanced in their development (White, 1982).

- **Broadening of Self-Efficacy Through Peer Influences**

Wigfield & Karpathian (1991) children's efficacy-testing experiences change substantially as they move increasingly into the larger community. It is in peer relationships that they broaden self-knowledge of their capabilities. Peers serve several important efficacy functions. Those who are most experienced and competent provide models of efficacious styles of thinking and behavior. A vast amount of social learning occurs among peers. In addition, age-mates provide highly informative comparisons for judging and verifying one's self-efficacy. Children are, therefore, especially sensitive to their relative standing among the peers in activities that determine prestige and popularity. Peers are neither homogeneous nor selected indiscriminately. Children tend to choose peers who share similar interests and values. Selective peer association will promote self-efficacy in directions of mutual interest, leaving other potentialities underdeveloped. Because peers serve as a major influence in the development and validation of self-efficacy, disrupted or impoverished peer relationships can adversely affect the growth of personal efficacy. A low sense of social efficacy can, in turn, create internal obstacles to favorable peer relationships. Thus, children who regard themselves as socially inefficacious withdraw socially, perceive low acceptance by their peers and have a low sense of self-worth. There are some forms of behavior where a high sense of efficacy may be socially alienating rather than socially affiliating. For example, children who readily resort to aggression perceive themselves as highly efficacious in getting things they want by aggressive means (Wood & Bandura, 1989).

- **School as an Agency for Cultivating Cognitive Self-Efficacy**

During the crucial formative period of children's lives, the school functions as the primary setting for the cultivation and social validation of cognitive competencies. School is the place where children develop the cognitive competencies and acquire the knowledge and problem-solving skills essential for participating effectively in the larger society. Here their knowledge and thinking skills are continually tested, evaluated, and socially compared. As children master cognitive skills, they develop a growing sense of their intellectual efficacy. Many social factors, apart from the formal instruction, such as peer modeling of cognitive skills, social comparison with the performances of other students, motivational enhancement through goals and positive incentives, and teachers interpretations of children's successes and failures in ways that reflect favorably or unfavorably on their ability also affect children's judgments of their intellectual efficacy (Bower 1975).

Ellis (1972) the task of creating learning environments conducive to development of cognitive skills rests heavily on the talents and self-efficacy of teachers. Those who are have a high sense of efficacy about their teaching capabilities can motivate their students and enhance their cognitive development. Teachers who have a low sense of instructional efficacy favor a custodial orientation that relies heavily on negative sanctions to get students to study. Teachers operate collectively within an interactive social system rather than as isolates. The belief systems of staffs create school cultures that can have vitalizing or demoralizing effects on how well schools function as a social system. Schools in which the staff collectively judge themselves as powerless to get students to achieve academic success convey a group sense of academic futility that can pervade the entire life of the school. Schools in which staff members collectively judge themselves capable of promoting academic success imbue their schools with a positive



atmosphere for development that promotes academic attainments regardless of whether they serve predominantly advantaged or disadvantaged students.

Ellis (1972) students' belief in their capabilities to master academic activities affects their aspirations, their level of interest in academic activities, and their academic accomplishments. There are a number of school practices that, for the less talented or ill prepared, tend to convert instructional experiences into education in inefficacy. These include lock-step sequences of instruction, which lose many children along the way; ability groupings which further diminish the perceived self-efficacy of those cast in the lower ranks; and competitive practices where many are doomed to failure for the success of a relative James (1981). Classroom structures affect the development of intellectual self-efficacy, in large part, by the relative emphasis they place on social comparison versus self-comparison appraisal. Self-appraisals of less able students suffer most when the whole group studies the same material and teachers make frequent comparative evaluations. Under such a monolithic structure students rank themselves according to capability with high consensus. Once established, reputations are not easily changed. In a personalized classroom structure, individualized instruction tailored to students' knowledge and skills enables all of them to expand their competencies and provides less basis for demoralizing social comparison. As a result, students are more likely to compare their rate of progress to their personal standards than to the performance of others. Self-comparison of improvement in a personalized classroom structure raises perceived capability. Cooperative learning structures, in which students work together and help one another also tend to promote more positive self-evaluations of capability and higher academic attainments than do individualistic or competitive ones (Bandura, 1986).

- **Growth of Self-Efficacy Through Transitional Experiences of Adolescence**

Each period of development brings with it new challenges for coping efficacy. As adolescents approach the demands of adulthood, they must learn to assume full responsibility for themselves in almost every dimension of life. This requires mastering many new skills and the ways of adult society. Learning how to deal with pubertal changes, emotionally invested partnerships and sexuality becomes a matter of considerable importance. The task of choosing what lifework to pursue also looms large during this period. These are but a few of the areas in which new competencies and self-beliefs of efficacy have to be developed. With growing independence during adolescence some experimentation with risky behavior is not all that uncommon. Adolescents expand and strengthen their sense of efficacy by learning how to deal successfully with potentially troublesome matters in which they are unpracticed as well as with advantageous life events. Insulation from problematic situations leaves one ill-prepared to cope with potential difficulties. Whether adolescents foresake risky activities or become chronically enmeshed in them is determined by the interplay of personal competencies, self- management efficacy and the prevailing influences in their lives (Wise 2002).

Impoverished hazardous environments present especially harsh realities with minimal resources and social supports for culturally-valued pursuits, but extensive modeling, incentives and social supports for transgressive styles of behavior. Such environments severely tax the coping efficacy of youth enmeshed in them to make it through adolescence in ways that do not irreversibly foreclose many beneficial life paths. Adolescence has often been characterized as a period of psychosocial turmoil. While no period of life is ever free of problems, contrary to the stereotype of "storm and stress," most adolescents negotiate the important transitions of this period without undue disturbance or discord. However, youngsters who enter adolescence beset

by a disabling sense of inefficacy transport their vulnerability to distress and debility to the new environmental demands. The ease with which the transition from childhood to the demands of adulthood is made similarly depends on the strength of personal efficacy built up through prior mastery experiences (Schunk, 1995).

- **Self-Efficacy Concerns of Adulthood**

According to Saks (1995) young adulthood is a period when people have to learn to cope with many new demands arising from lasting partnerships, marital relationships, parenthood, and occupational careers. As in earlier mastery tasks, a firm sense of self-efficacy is an important contributor to the attainment of further competencies and success. Those who enter adulthood poorly equipped with skills and plagued by self-doubts find many aspects of their adult life stressful and depressing. Beginning a productive vocational career poses a major transitional challenge in early adulthood. There are a number of ways in which self-efficacy beliefs contribute to career development and success in vocational pursuits. In preparatory phases, people's perceived self-efficacy partly determines how well they develop the basic cognitive, self-management and interpersonal skills on which occupational careers are founded. As noted earlier, beliefs concerning one's capabilities are influential determinants of the vocational life paths that are chosen.

It is one thing to get started in an occupational pursuit, it is another thing to do well and advance in it. Psychosocial skills contribute more heavily to career success than do occupational technical skills. Development of coping capabilities and skills in managing one's motivation, emotional states and thought processes increases perceived self-regulatory efficacy. The higher the sense of self-regulatory efficacy the better the occupational functioning. Rapid technological

changes in the modern workplace are placing an increasing premium on higher problem-solving skills and resilient self-efficacy to cope effectively with job displacements and restructuring of vocational activities (Martinez 1990).

Zimmerman & Ringle (1981) the transition to parenthood suddenly thrusts young adults into the expanded role of both parent and spouse. They now not only have to deal with the ever-changing challenges of raising children but to manage interdependent relationships within a family system and social links to many extrafamilial social systems including educational, recreational, medical, and caregiving facilities. Parents who are secure in their parenting efficacy shepherd their children adequately through the various phases of development without serious problems or severe strain on the marital relationship. But it can be a trying period for those who lack a sense of efficacy to manage the expanded familial demands. They are highly vulnerable to stress and depression.

Wigfield & Eccles (1996) Increasing numbers of mothers are joining the work force either by economic necessity or personal preference. Combining family and career has now become the normative pattern. This requires management of the demands of both familial and occupational roles. Because of the cultural lag between societal practices and the changing status of women, they continue to bear the major share of the homemaking responsibility. Women who have a strong sense of efficacy to manage the multiple demands of family and work and to enlist their husbands' aid with childcare experience a positive sense of well-being. But those who are beset by self-doubts in their ability to combine the dual roles suffer physical and emotional strain. By the middle years, people settle into established routines that stabilize their sense of personal efficacy in the major areas of functioning. However, the stability is a shaky one because

life does not remain static. Rapid technological and social changes constantly require adaptations calling for self-reappraisals of capabilities. In their occupations, the middle-aged find themselves pressured by younger challengers. Situations in which people must compete for promotions, status, and even work itself, force constant self-appraisals of capabilities by means of social comparison with younger competitors (Bandura, 1986).

### **2.2.3 Concept of Academic Achievement**

Gerda (1980) defined academic achievement as the attainment obtained by a child from lessons taught which may include experiences, knowledge, skills and the like. He explained that the child's good or poor performance does not depend on any attributes that the child is born with, but he has complex responses to his family, his home environment, his social contacts, his teachers and the overall climate of his school and assessment procedure.

In the previously cited survey about academic achievement, Blair (1975), noted that clear relationship was shown between deviant behavior at home and poor school achievement and disorders at school. The child who is disapproved of in school has many familiar family disadvantages. Clark and Clark (1976), in their studies confirmed that children who are discouraged at home from too much intellectual exploration might perhaps lag behind in western development standard. Enoh (1992). Confirmed that the influence of home and pre-school experiences stimulates children towards academic excellence. They further stated that parental encouragement and guidance serve as the reinforcement to children since most of them are always willing to win approval from parents.

Many studies have discovered that most important contributor to the children's academic achievement is in fact parental attitude towards the child's educational experiences. Blair (1975)

stated that for school work to be meaningful, it should relate to the pupils background. He stated that children cannot do real thinking on the bases of abstractions alone. As long as word refers to objects or situation at some time presents to the senses, the meaning is simple and secure. What causes the difficulty is that the high-order abstractions go further and further from realities or concrete experiences. Sharp in his studies confirmed that a good home does not mean where parents are clever and bookish, but that parents who have difficulties in reading can still provide their children with helpful stimulating backgrounds. He said that what is important is that the parents concern in their children's educational development. In doing this the parent are laying a good foundation for the children's educational development.

According to Munir (2000), the extent to which child's intellectual potentialities for success in education process depends initially upon how the parents who transmitted these potentialities can provide the environmental influence to nurture it. The study of Taiwo (1981) explained that it is only when the home performs its educational functions that the foundation of academic achievement is laid in children that the community utilize these potentiality to enrich children's cultural heritage. Most of the studies cited confirmed the importance of parents influence in their children's academic achievement. The home should provide the children with adequate motivation, encouragement, support, guidance and educational gadgets such as computers, books, television, writing materials to mention but few.

In Nigeria public discussions frequently focus on educational standards. The public's unhappiness becomes more prominent following the annual release of the West African Senior School Certificate Examination results. Student outcomes do not match the government and parental investment. All stakeholders are concerned about why the system is turning out graduates with poor results. To them, it is questionable whether or not teachers in the public

secondary schools, the most important factor in the effectiveness of schools and in the quality of a child's education are competent to teach effectively. The national policy of education states, "No education system can rise above the quality of teachers in the system" (FGN, 2006).

Ogunsaju (2004), states that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations. Blumende (2001) corroborated this view when he reported that the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. There is a need to focus on teachers' adequacy and competency in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content (Chall & Popp, 1990; Stuart, 2004; Rodgers, 2001). In support of the aforementioned scholars, Ekwesili (2006) institutionalized the private public partnership (PPP) and school based management committee (SBMC) to manage secondary education and to promote school effectiveness since students' access depends on the amount of learning that takes place in the classroom and other related how effective and efficient the teacher performs in schools. Ijaiya (1998) concurred and opined that improving the quality of the teaching force in schools is seen as the key to raising student achievement, thus, raising educational standard should be the government's number one priority.

Similarly, Lassa (2000) and Guga (1998) claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. An uncertified teacher cannot prepare students for WASCE/GCE because it is unlikely that they could pass. Corroborating this, Owolabi (2007) stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving

the system. The Baguada seminar reports on quantities and qualities in Nigerian education (NERC, 1980) as cited by ESA, (2005) also shared the consensus that teachers are the main determinants of quality in education; if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, and anti-social, the whole nation is doomed. If they are ignorant in their disciplines and thus impart wrong information, they are not only useless but dangerous. Therefore, the kind of teachers framed and posted to schools may well determine what the next generation will be like. Teachers can make or mar school curriculum; therefore, their adequacy and quality for better service delivery needs to be assessed on a regular basis.

#### **2.2.4 Relationship between Self-Efficacy and Academic Achievement**

Considering the motivational aspects, including self-efficacy, self-worth and emotional response is one of the important issues in the field of educational planning and academic achievement, and it's most important aspect is a relatively new concept called self-efficacy (Teimurifard, 2009). Self-efficacy refers to the belief and view of a person in his ability to perform a specific task (Bandura, 1997). One of the main reasons among the complex causes in failure of education is the student's attitude to himself and his ability and this attitudes and interpretations about his abilities was a basis for Bandura's theory of self-efficacy.

Bandura (1997) believes that children who believe that they are capable to carry out a task, indeed they succeed and students who are satisfied with their abilities and themselves, they are most likely to go on the success way. On the contrary, those students who are confronted with a variety of attitudes toward themselves and their capabilities would fail. Individuals who have high perception of self-efficacy, resist more in doing homework, they are not afraid of situations and they choose high level goals for themselves. Effort and persistence in a task that will lead to success cause to increase in their confidence and would go up the motivation of these people,



and in next situations they will start new behaviors with a belief that they are able to success (Bandura and Shank 1981, quotes of Hekmati Nejad, 2001).

According to Bandura's social learning theory, self-efficacy beliefs influence on people's choices and a flow of actions they follow. Individuals tend to do work that they have sense of reliability about them and those that have the ability to do and they avoid works which they have not such feelings toward them. Self-efficacy beliefs determine how people try to conduct their activities and how much they resist against the obstacles (Pajars and Schunk, 2001). Considering that Bandura (1997, 1982, 1996) Believes that self-efficacy is related to academic achievement and how sensitive people have more efficacy, they are more successful in doing homework. By identifying students with low self-efficacy can influence on their academic performance by compensatory education; sort assignments from easy to difficult so that students feel strong to perform the duties. Recent research findings indicate the impact of motivational factors on different levels of educational attainment in students in terms of scholastic aptitude and age indifferent cultures. Latifian results (2003) suggest an immediate impact of self-efficacy on academic achievement and it has a positive relationship with academic achievement in mathematics (quoting from Teimurifard, 2009).

Motivational Strategies are important factors that enable students to organize their own behavior and environment that this organizing in turn directly effects on their perceptions of academic performance. When a student review his academic performance and it is determined that he was underactive in his performance, these shortcomings will be motivating factor in his self-efficacy, and self-efficacy in turn could select the right strategies and as a result lead to an optimum performance (Zimmerman and Martinez Pons, 1990, quoted by Asemian, 2005).

In a study, the role of perception of self-efficacy for learning self-regulation and its impact on academic achievement in a sample of high school students were investigated, and this result obtained that whatever self-efficacy and self-regulation is greater, the test scores of students will be higher (Kaprara, Fida, Vecchione, Dell Bove and Giovann, 2008). Also in a research carried out with 15 year old students in 33 countries, the researchers using a structural equation model concluded that there is a mutual and reciprocal determinism between self-efficacy and math performance that are beyond the national and cultural barriers (Williams and Williams, 2010).

### **2.2.5 Relationship between Achievement Motivation and Academic Achievement**

In a research comprising several field studies and laboratory experiments, Boggiano (1992) revealed that achievement motivation positively influenced academic achievement. It was found that motivational orientation predicted children's standardized achievement scores (Boggiano 1992). Children with an intrinsic motivation orientation had higher reading and math scores and higher overall achievement scores compared to their extrinsic counterparts (Boggiano 1992). There is a significant correlation between academic achievement and motivation (Sikwari 2014) and motivation has impact on academic achievement of tertiary institution students with respect to gender (Tella 2007). Highly motivated students performed better academically than lowly motivated students (Tella 2007) and females are highly motivated compared to their male counterparts (Sikwari 2014). Surprisingly, a research conducted by Niebuhr (1995) to examined relationships between several variables and students' academic achievement, found no significant effect on the relationship with academic achievement. Niebuhr (1995), suggested that the elements of both school climate and family environment have a stronger direct impact on academic achievement.

Onete, Edet, Udey, and Ogbor (2012) examined the relationship between first year education students' achievement motivation and their academic performance. They indicated that neither students' academic performance motivation nor students' social achievement motivation had any significant influence on education students' academic performance. Akinsola, Adedeji Tella, and Adeyinka Tella (2007) showed that gender difference was significant when impact of motivation on academic performance was compared in male and female students in Nigeria.

According to several researches, school achievement is highly related to general intelligence, which explains about 25% of the variance in scholastic achievement (e.g. Kuncel, Hezlett, Ones, 2004 cited in Steinmayr, Spinath, 2009). Other construct that might add to the explained variance is motivation. Research analyzing the relation between need for achievement and school performance was conducted by Steinmayr and Spinath (2009), who looked for different motivational constructs, inter aliened for achievement, influencing school achievement. The authors examined German children from school preparing for university. Achievement motives were measured with two different methods: The Achievement Motives Scale, based on McClelland's conception, and the need for achievement scale of the Personality Research Form, referring to Murray's view on need for achievement. The indicators of school performance were measured by achievement in two specific domains (math and German) and general school achievement. Results of conducted hierarchical regression and relative weights analyses proved the general importance of motivation, therein achievement motivation, in school context. According to this research, motivation constructs nearly explained as much unique variance in general school performance as intelligence (Steinmayr and Spinath, 2009). Similarly, positive relation between achievement motivation and school performance was found by Meijer and Wittenberg. The authors analyzed the joint influence of sleeping time, intelligence, eagerness

and achievement motivation on school performance in the last two grades of elementary school. Results of the study showed that less chronic sleep reduction, greater eagerness, higher achievement motivation and intelligence rise a better school performance. According to the authors, those variables explain together 43% of the variance in school performance. The correlation between academic achievement and motivation, therein achievement motivation, was also analyzed with reference to students. Research showed that the need for achievement is a valid factor of students' commitment and positively correlates with academic performance.

According to the quoted research review, the achievement motivation plays an important role in predicting students' future success or failure. Therefore, it is crucial to put special emphasis on forming high level of students' need for achievement through special training programs. Another research has shown that the educational expectations of adolescent are correlated with their academic achievements (Bui, 2007; Sanders, Field, & Diego, 2001). Sanders, Field, and Diego's (2001) research revealed that high school students' educational expectations and academic achievements were reciprocally predictive. Such a reciprocal relationship was also reported in Bui's (2007) study, but the path from academic achievements to educational expectations emerged as stronger than the reverse path. However, the long-term reciprocal effects of educational expectations and academic achievements on adolescents are less clear.

Educational expectations, that is, students' own expectations about the highest level of education they will attain, represent a kind of expectation about future academic success. According to expectancy-value theory (Eccles, 1983; Eccles & Wigfield, 2002), expectations of success are a crucial component influencing achievement related performance and are assumed to be influenced by perceptions of competence and by goals held by individuals. Such

perceptions and goals are influenced by individuals' interpretations of their own previous achievements. In other words, expectations of success and outcomes of achievements presumably have a cyclical influence on each other. That is, individuals' expectations of success influence their achievements and their achievements further influence their future expectations. Consistent with the feedback mechanism of the expectancy-value model, adolescents are expected to have better long-term academic achievement outcomes if they have higher educational expectations during earlier periods. Through feedback mechanism operating over time, educational expectations are assumed to facilitate academic achievements.

## **2.3 Theoretical Framework**

### **2.3.1 McClelland's Achievement Motivation Theory**

The theoretical framework for this study was rooted in McClelland's Achievement Motivation Theory. "Achievement Motivation Theory attempts to explain and predict behavior and performance based on a person's need for achievement, power, and affiliation" (Lussier & Achua, 2007). The Achievement Motivation Theory is also referred to as the Acquired Needs Theory or the Learned Needs Theory. Daft (2008) defined the Acquired Needs Theory as "McClelland's theory that proposes that certain types of needs (achievement, affiliation, power) are acquired during an individual's lifetime". The Achievement Motivation Theory evolved from work McClelland began in the 1940s. In 1958 McClelland described human motives in the *Methods of Measuring Human Motivation*. At that point, McClelland identified human motives related to the achievement motive, the affiliation motive, the sexual motive, and the power motive. In his later work, *The Achieving Society* (McClelland, 1961), however, McClelland focused his attention on only need for Achievement, the need for Affiliation, and the need for Power. In essence, McClelland's theory postulates that people are motivated in varying degrees

by their need for Achievement need for Power, and need for Affiliation and that these needs are acquired, or learned, during an individual's lifetime (Daft, 2008; Lussier & Achua, 2007). In other words, most people possess and will exhibit a combination of three needs.

### **Need for Achievement**

McClelland, Atkinson, Clark, and Lowell (1958) defined the need for Achievement (*n* Achievement) as “success in competition with some standard of excellence. That is, the goal of some individual in the story is to be successful in terms of competition with some standard of excellence. The individual may fail to achieve this goal, but the concern over competition with a standard of excellence still enables one to identify the goal sought as an achievement goal. This, then, is our generic definition of *n* Achievement”.

McClelland (1958) went on to describe that competition with a standard of excellence was most notable when an individual was in direct competition with someone else but that it can also be evident in the concern for how well one individual performs a task, regardless of how someone else is doing. According to Lussier and Achua (2007), “the need for achievement is the unconscious concern for excellence in accomplishments through individual efforts”. Similarly, Daft (2008) stated the need for Achievement is “the desire to accomplish something difficult, attain a high standard of success, master complex tasks, and surpass others”. Individuals who exhibit the need for Achievement seek to accomplish realistic but challenging goals.

### **Need for Power**

McClelland (1961) defined the need for Power as a “concern ‘with the control of the means of influencing a person’. Lussier and Achua (2007) defined the need for Power as “the unconscious concern for influencing others and seeking positions of authority”. Similarly, Daft (2008) defined the need for Power as “the desire to influence or control others, be responsible for

others, and have authority over others”. Individuals who exhibit the need for Power have a desire to be influential and want to make an impact.

### **Need for Affiliation**

When defining the need for Affiliation, McClelland (1961) stated, “Affiliation establishing, maintaining, or restoring a positive affective relationship with another person. This relationship is most adequately described by the word friendship”. Therefore, “the need for affiliation is the unconscious concern for developing, maintaining, and restoring close personal relationships” (Lussier & Achua, 2007). Daft (2008) defined the need for Affiliation as “the desire to form close personal relationships, avoid conflict, and establish warm friendships” Individuals who exhibit the need for Affiliation are seeking interactions with other people. The McClelland theory of achievement motivation is relevant to one of the major variable of the research, specifically the need for achievement for an individual to excel academically.

### **2.3.2 Albert Bandura Social Cognitive Theory**

Social Cognitive Theory proposes that individuals do not simply respond to environmental influences, but rather they actively seek and interpret information (Nevid, 2009). Individuals “function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences” (Bandura, 1999). Although Social Cognitive Theory covers many topics such as moral judgment and physiological arousal, research that is primarily focused on self-efficacy, or the beliefs regarding one's capabilities of successfully completing tasks or goals (Locke & Latham, 2002).

According to Bandura (2005), social cognitive theory takes on an agent-like perspective to change, development and adaptation. Bandura describes an agent as someone who intentionally influences one's functioning and life circumstances; “In this view, people are self

organizing, proactive, self-regulating, and self-reflecting. They are contributors to their life circumstances not just products of them” (Bandura, 2005). Self-Efficacy was developed by Albert Bandura’s as part of a larger theory, the Social Learning Theory (Ashford & LeCroy, 2010), which has progressed into the Social Cognitive Theory (Levin, Culkin, & Perrotto, 2001). Social Cognitive Theory was presented by Bandura in response to his dissatisfaction with the principles of behaviorism and psychoanalysis. In these two theories, the role of cognition in motivation and the role of the situation are largely ignored (Bandura, 1977; as cited in Redmond, 2010). "Unidirectional environmental determinism is carried to its extreme in the more radical forms of behaviorism" but humanists and existentialists, who stress the human capacity for conscious judgment and intentional action, contend that individuals determine what they become by their own free choices.

Most psychologists find conceptions of human behavior in terms of unidirectional personal determinism as unsatisfying as those espousing unidirectional environmental determinism. To contend that mind creates reality fails to acknowledge that environmental influences partly determine what people attend to, perceive, and think" (Bandura, 1978).

Albert Bandura's Social Cognitive Theory emphasizes how cognitive, behavioral, personal, and environmental factors interact to determine motivation and behavior (Crothers, Hughes, & Morine, 2008). According to Bandura, human functioning is the result of the interaction among all three of these factors (Crothers et al., 2008), as embodied in his Triadic Reciprocal Determinism model (Wood & Bandura, 1989). While it may seem that one factor is the majority, or lead reason, there are numerous factors that play a role in human behavior. Furthermore, the influencing factors are not of equal strength, nor do they all occur concurrently



(Wood & Bandura, 1989). For example, employee performances (behavioral factors) are influenced by how the workers themselves are affected (cognitive factors) by organizational strategies (environmental factors). The Social Cognitive Theory is composed of four processes of goal realization: self-observation, self-evaluation, self-reaction and self-efficacy. These components are interrelated, each having an effect on motivation and goal attainment (Redmond, 2010).

**Self-observation:** Observing oneself can inform and motivate. It can be used to assess one's progress toward goal attainment as well as motivate behavioral changes. There are two important factors with regards to self-observation: regularity and proximity. Regularity means the behavior should be continually observed, whereas proximity means the behavior should be observed while it occurs, or shortly after. Alone, self-observation is insufficient because motivation depends on one's expectations of outcomes and efficacy (Zimmerman & Schunk, 2001).

**Self-evaluation:** Self-evaluation compares an individual's current performance with a desired performance or goal. It is affected by the standards set and the importance of the goals. Goals must be specific and important; therefore, goals such as, "do your best" are vague and will not motivate. Schunk and Zimmerman (1994) state that "specific goals specify the amount of effort required for success and boost self-efficacy because progress is easy to gauge." If one has little regard for his goal, he will not evaluate performance. There are two types of self-evaluation standards: absolute and normative. For example, a grading scale would be an example of a fixed or absolute standard. A social comparison such as evaluating one's behavior or performance against other individuals is an example of a normative standard (Zimmerman & Schunk, 2001). People gain satisfaction when they achieve goals that they value. When individuals achieve these

valued goals, they are more likely to continue to exert a high level of effort, since sub-standard performance will no longer provide satisfaction (Bandura, 1989).

**Self-reaction:** Reactions to one's performance can be motivating. If the progress made is deemed acceptable, then one will have a feeling of self-efficacy with regard to continuing, and will be motivated towards the achievement of their goal. A negative self-evaluation might also be motivating in that one may desire to work harder provided that they consider the goal to be valuable. Self-reaction also allows a person to re-evaluate their goals in conjunction with their attainments (Bandura, 1989). If a person has achieved a goal, they are likely to re-evaluate and raise the standard (goal); whereas, if a person has not achieved the goal, they are likely to re-evaluate and lower the standard (goal) to an achievable goal.

**Self-efficacy:** One's belief in the likelihood of goal completion can be motivating in itself (Van der Bijl & Shortridge-Baggett, 2002). "Self-efficacy refers to people's judgements about their capability to perform particular tasks. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the likelihood that they will be completed" (Barling & Beattie, 1983, as cited in Axtell & Parker, 2003,).

Self-efficacy beliefs are an important aspect of human motivation and behavior as well as influence the actions that can affect one's life. Regarding self-efficacy, Bandura (1995) explains that it "refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations". More simply, self-efficacy is what an individual believes he or she can accomplish using his or her skills under certain circumstances (Snyder & Lopez, 2007). Self-efficacy has been thought to be a task-specific version of self-esteem (Lunenburg, 2011). The basic principle behind Self-Efficacy Theory is that individuals are more

likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not (Van der Bijl & Shortridge-Baggett, 2002). According to Gecas (2004), people behave in the way that executes their initial beliefs; thus, self-efficacy functions as a self-fulfilling prophecy. For example, Employee A has high ability and a great deal of experience in creating graphs, but does not have confidence that he can create a high quality graph for an important conference. Employee B has only average ability and only a small amount of experience in creating graphs, yet has great confidence that she can work hard to create a high quality graph for the same conference. Because of Employee A's low self-efficacy for graph creation, he lacks the motivation to create one for the conference and tells his supervisor he cannot complete the task. Employee B, due to her high self-efficacy, is highly motivated, works overtime to learn how to create a high quality graph, presents it during the conference, and earns a promotion. Self-efficacy has influence over people's ability to learn, their motivation and their performance, as people will often attempt to learn and perform only those task for which they believe they will be successful (Lunenburg, 2011).

Judgments of self-efficacy are generally measured along three basic scales: magnitude, strength, and generality.

- **Self-efficacy magnitude** measures the difficulty level (e.g. easy, moderate, and hard) an individual feels is required to perform a certain task (Van der Bijl & Shortridge-Baggett, 2002).  
How difficult is my class work? Are the quizzes easy or hard?
- **Self-efficacy strength** refers to the amount of conviction an individual has about performing successfully at diverse levels of difficulty (Van der Bijl & Shortridge-Baggett, 2002). How confident am I that I can excel at my work tasks? How sure am I that I can climb the ladder of success?

- **Generality of self-efficacy** refers to the "degree to which the expectation is generalized across situations (Lunenburg, 2011).

The basic idea behind the Self-Efficacy Theory is that performance and motivation are in part determined by how effective people believe they can be (Bandura, 1982; as cited in Redmond, 2010). The theory is clearly illustrated in the following quote by Mahatma Gandhi:

*If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning" - Mahatma Gandhi*

### **2.3.3 Weiner's Attribution Theory**

Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Heider (1958) was the first to propose a psychological theory of attribution, but Weiner and colleagues (1974) developed a theoretical framework that has become a major research paradigm of social psychology. Attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior. A person seeking to understand why another person did something may attribute one or more causes to that behavior. A three-stage process underlies an attribution: the person must perceive or observe the behavior, then the person must believe that the behavior was intentionally performed, and then the person must determine if they believe the other person was forced to perform the behavior (in which case the cause is attributed to the situation) or not (in which case the cause is attributed to the other person).

Weiner focused his attribution theory on achievement (Weiner, 1974). He identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement. Attributions are classified along three causal dimensions: locus of control, stability, and controllability. The locus of control dimension has two poles: internal versus external locus of control. The stability dimension captures whether causes change over time or not. For instance, ability can be classified as a stable, internal cause, and effort classified as unstable and internal. Controllability contrasts causes one can control, such as skill/efficacy, from causes one cannot control, such as aptitude, mood, others' actions, and luck. Attribution theory is closely associated with the concept of motivation.

Weiner's theory has been widely applied in education, law, clinical psychology, and the mental health domain. There is a strong relationship between self-concept and achievement. Weiner (1980) states: "Causal attributions determine affective reactions to success and failure. For example, one is not likely to experience pride in success, or feelings of competence, when receiving an 'A' from a teacher who gives only that grade, or when defeating a tennis player who always loses...On the other hand, an 'A' from a teacher who gives few high grades or a victory over a highly rated tennis player following a great deal of practice generates great positive affect." Students with higher ratings of self-esteem and with higher school achievement tend to attribute success to internal, stable, uncontrollable factors such as ability, while they contribute failure to either internal, unstable, controllable factors such as effort, or external, uncontrollable factors such as task difficulty. For example, students who experience repeated failures in reading are likely to see themselves as being less competent in reading. This self-perception of reading ability reflects itself in children's expectations of success on reading tasks and reasoning of success or failure of reading. Similarly, students with learning disabilities seem less likely than

non-disabled peers to attribute failure to effort, an unstable, controllable factor, and more likely to attribute failure to ability, a stable, uncontrollable factor.

Attribution theory has been used to explain the difference in motivation between high and low achievers. According to attribution theory, high achievers will approach rather than avoid tasks related to succeeding because they believe success is due to high ability and effort which they are confident of. Failure is thought to be caused by bad luck or a poor exam, i.e. not their fault. Thus, failure doesn't affect their self-efficacy but success builds pride and confidence. On the other hand, low achievers avoid success-related chores because they tend to; doubt their ability and/or, assume success is related to luck or to "who you know" or to other factors beyond their control. Thus, even when successful, it isn't as rewarding to the low achiever because he/she doesn't feel responsible, i.e., it doesn't increase his/her pride and confidence.

#### **2.4 Review of Empirical Studies**

Akram and Ghazanfar (2014) explore the relationship of self-efficacy and the academic performance using the CGPA of the students of University of Gujrat. For this purpose an indigenous scale was designed on the basis of theoretical model of Bandura's four source of self-efficacy (Mastery experiences, vicarious experiences, verbal/social persuasion and physiological and emotional states). The local scale was named as academic self efficacy scale (ASES). Initially 65 items were presented to expert for construct validity. The selected 40 items were administered in pilot study on 50 students to refine the scale. The statistical analysis showed good internal consistency (0.81) and 28 items confirmed the above mentioned model by loading on four factors. For field study a sample of 193 students was selected by using simple random sampling technique from 3<sup>rd</sup> semester of the faculties of Social and Basic Sciences. The data was

analyzed by using SPSS 16.0V. The findings indicated a significant positive relationship between self-efficacy and academic performance of the students. Further the difference in the level of academic self-efficacy with respect to gender was also shown by the results.

Loyd, (2012) conducted a study on self efficacy and academic performances. Descriptive research design was used in the study. Four hundred (400) respondents were selected from Akoko Edo Local Government Area of Edo State, Nigeria. The respondents were measured with relevant standardized scales (instruments) which include self efficacy scale, academic performance scale on student with strong reliability coefficient of .82. Two research hypotheses were tested in the study. The result showed that there was significant relationship between academic self efficacy and students' academic achievement ( $r = .761$ ;  $P < 0.05$ ) while there was a significant relationship between achievement motivation and students' academic achievement ( $r = .761$ ;  $P < 0.05$ ). The data obtained was analyzed using the Pearson Product Moment Correlation (PPMC).

Panda (2010) studied the impact of self-efficacy and academic performance. The sample of this study consisted of 300 adolescents (150 urban and 150 rural) from maleketafar and islamshahr area. The boys and girls (aged 14 to 16) were equally distributed among the urban and rural sample. Self- efficacy was measured by Self- efficacy questionnaire and academic performance was measured by academic school CGPA. The findings indicated that there were no significant differences with regard to self- efficacy of rural and urban adolescents. There were significant differences with regard to academic performance of rural and urban adolescents. Urban adolescents scored higher in academic performance as compared to rural adolescents.

Firouzeh (2013) investigated self-efficacy, achievement motivation and academic procrastination as predictors of academic performance. The purpose of this study was to determine the relationship between academic self-efficacy, achievement motivation, and academic procrastination with academic performance, and investigate predictive validity of them with academic performance and interaction of them with gender to academic performance. To achieve this aim, samples of 200 students (100 males and 100 females) were selected by multi-stage cluster sampling from high schools of Orumieh. All participants were asked to complete Lay's academic procrastination scale, Herman's achievement motivation scale, and self-efficacy scale. The data were analyzed using mean standard deviation, *t*-test, and regression analyses. The result of multiple regression analysis reveals that academic self-efficacy is the best predictor and academic procrastination inversely is a significant predictor of academic performance. Also, extra result of *t*-test reveals that there is no significant difference between the mean score of girls and boys in academic procrastination ( $T = 0.47, P = 0.640$ ) and academic self-efficacy ( $T = 0.29, P = 0.730$ ). Furthermore, There is a significant difference between boys and girls, in terms of the level of achievement motivation ( $T = 2.06, P = 0.040$ ),  $\bar{x} = 62.73$  for male students and  $\bar{x} = 6.21$  for female students.

Riffat (2011), who examined the academic achievement and its relationship with achievement motivation and self concept. The subjects consisted of 336 students (146 males and 172 females) from four public and four private schools of the Sargodha district at the secondary level. Intact groups of all eight schools enrolled in 9th grade were involved in the study. An Urdu translated version of 'Academic Self-Description Questionnaire II' (Marsh, 1990) and 'General Achievement Goal Orientation Scale' (McInerney, 1997) was used. The results revealed that achievement motivation and self concept are significantly related to academic achievement with



the p-value of 0.000 respectively. Significant gender differences were discovered which were in favor of girls with the mean difference of 164 for male students and 172 for female students and p-value of 0.57. It was suggested that teachers must use motivational strategies to involve students in academic activities for improving their grades.

Elias (2010), conduct a studies on achievement motivation and self efficacy in relation to adjustment among university students. University students' adjustment to the campus environment is regarded as an important factor in predicting university outcomes. Studies have shown that students who do not adjust themselves well, have left the university even before graduation. A study was conducted to examine some psychological characteristics of university students which may have bearing on students' adjustment in university environment. How students adjust themselves especially in the initial years at university may have impact on how successful they will be in tertiary education. An on line survey was conducted on 178 students from junior to senior students enrolled in education courses in a university in Malaysia. Achievement motivation, self-efficacy and student adjustment were measured using questionnaires available on-line. The results showed that overall the students' level of adjustment was moderate ( $M = 5.05$ ,  $SD = 0.31$ ) suggesting that they are facing some problems in adjusting to the campus environment. The senior students were better adjusted ( $M = 5.12$ ,  $SD = 0.32$ ) compared to the junior students ( $M = 4.95$ ,  $SD = 0.27$ ),  $t(177) = -3.66$ ,  $p = 0.001$ ). Achievement motivation and self-efficacy range from moderate ( $M = 3.17$ ,  $SD = 0.43$ ) to high levels ( $M = 5.15$ ,  $SD = 0.78$ ) indicating that they have the potentials to succeed. The three variables namely adjustment, achievement motivation and self-efficacy were found to be correlated positively with one another.

## 2.5 Summary

This chapter delves into the concept of self efficacy as perceived within people's belief in their capabilities to exercise control over their lives. The concept of achievement motivation is also 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. Academic achievement one of the key variable is the defined as the attainment obtained by a child from lesson taught which may include experiences, knowledge, skills and the like.

Components of self-efficacy that individual employ to judge their efficacy such as: performance outcomes, vicarious experiences, verbal persuasion and physiological feedback. The chapter explained the sources of self efficacy and how it is developed through social persuasion, vicarious learning and modeling influence.

The chapter also discussed on the various issues concerned with the sources of self-efficacy beliefs; efficacy mediated process, adaptive benefits of optimistic self belief of efficacy, development and exercise of self efficacy over lifespan, concept of achievement motivation, types of motivation, forms of achievement motivation, relationship between self efficacy and academic achievement, relationship between achievement motivation and academic achievement, the basic theories that are pertinent to the study such as Bandura social cognitive theory, social learning theory, David McClelland theory of achievement motivation, Weiner attribution theory of failure and success.

This research is unique from all the empirical studies reviewed in the sense that many researches in this area focus on relationship between self-efficacy and academic achievement, self-efficacy and adjustment, achievement motivation and performance and other areas, whereas

this resersach uniquely focuses on achievement motivation, self-efficacy and academic achievement among NCE II students of Colleges of Education in Kaduna. Thus, this research seeks to bridge gap by testing hypothetical statements that needs attention in this regard. Most findings available in this area do not adequately cover issues that pertain to achievement motivation and self-efficacy. Hence this research is unique.

## **CHAPTER THREE METHODOLOGY**

### **3.1 Introduction**

This chapter primarily deals with the methodology. It encompasses research design, the population of the study, sample and sampling techniques, instrumentation, validity and reliability of the instruments, procedure for data collection and finally procedure for data analysis.

### **3.2 Research Design**

This research employed survey design in investigating the relationship among achievement motivation, self efficacy and academic achievement among NCE students of Colleges of Education in Kaduna state. This design according Statt (1998) is a technique of gathering data from large number of people by drawing sample from the population and assuming that the sample is a true representation of the population. This enables the researcher to make generalization in the end of the research. These data are more often than not collected through the use of questionnaire. According to Leary (2004) survey research uses questionnaire and interview to collect information about peoples' attitude, beliefs, behaviours, and life-style. Zechmeister (2012) added that survey is used to assess peoples' thoughts, opinions and feelings. Since the population of this study is large and sample has to be drawn, survey design is appropriate to that effect.

### **3.3 Population of the Study**

The population of the study was the entire NCE II students of both Federal College of Education, Zaria (FCEZ) and Kaduna State College of Education Gidan Waya (KSCOE). The population of both colleges stands at 5,707 NCE II students. FCEZ has five schools and these schools include: School of Art and Social Sciences, School of Languages, School of Education,

School of Sciences, and School of Vocational and Technical Education with a population of 3,090 students. While, Kaduna State College of Education (KSCOE) has also five schools which are: School of Art and Social Sciences, School of Languages, School of Sciences, School of Education, School of Vocational Technical Education, with a total population of 2,617 students. The above population is presented on table 3.1 below:

### 3.1 Distribution of the population of NCE II students of FCEZ, & COE, based on gender

Colleges	Population		Total	Percentage
	Male	Female		
FCE, Zaria	1706	1384	3090	54%
KSCOE, Gidan waya	1330	1287	2617	46%
			5,707	100%

Source: NCCE 2015

### 3.4 Sample and sampling techniques

From the population of 5,707 of FCE, Zaria and KSCOE, Gidan Waya, a sample of 361 was drawn. This selection is based on the recommendation of Krejcie and Morgan (1970) which states that for a population of 5,707, a sample of 361 is the appropriate sample size.

A random sampling technique was employed among NCE II students of both the colleges of education in Kaduna state. Kerlinger, in James (1997) explained random sampling as a type of sampling, where a portion of a population has equal chance of being selected. Such a sample is unbiased and provides the best representative of the population.

In addition, the samples were appropriately distributed between the two colleges. This is because of the fact that the population of the two colleges varies, as such each of the college was allotted with sample based on its population.

### 3.2 Distribution of the sample of NCE II students of FCE, Zaria and KSCOE Gidan Waya.

Colleges	Population	Sample		Total
		Male	Female	
FCE, Z	3,090	98	97	195
KSCOE, Gidan Waya	2,617	82	83	165
Total	5,707	181	180	361

### 3.5 Instrumentation

Three main instruments were used for data collection in this study. The instruments comprised of achievement motivation, self-efficacy and students CGPA.

#### 3.5.1 Achievement Motivation Scale

This instrument was designed to probe students' achievement motivation which consists of seventeen items developed by Mehrabian and Bank (1998). The scale has five points likert scale ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) which determines the extent to which students perceive their achievement motivation. Thus, the responses are scored as follows SA=5; A=4; U=3; D=2; SD=1 respectively.

### **Scoring Guide**

< 42	Low achievement motivation
43-66	Moderate achievement motivation
>67	High achievement motivation

### **3.5.2 Academic Self-efficacy Scale by Bandura**

The academic self-efficacy scale is design to assess student's self-efficacy, and it has eighteen items. It was developed by Albert Bandura and is used in order to assess student's academic self-efficacy with a guide from the general self-efficacy scale (Shere, Maddux, Mercandante, Prentice, Jacobs, & Rogers, 1982). The scale is structured using five (5) points Likert scale (SA= Strongly Agree; A= Agree; U= Undecided; D= Disagree and SD= Strongly Disagree) in order to measure the extent to which the respondents agree or disagree with a statement in the scale. Each of the response is scored as thus; SA= 5, A= 4, U= 3, D= 2 and SD= 1. The items were selected and fine tune to suit academic purview. Thus, it was subjected to pilot testing to determine its internal consistency as could be found under reliability of the instrument.

### **Scoring Guide**

< 42	Low academic self-efficacy
43-66	Moderate self-efficacy
>67	High self efficacy

### **3.5.3 Academic Achievement CGPA**

This is a valid tool for measuring students' academic achievement through their cumulative grade point average and is considered valid across all Nigerian tertiary institutions. The students were asked to indicate their CGPA in the questionnaire and it was made clear to them not to write their names and registration number. The CGPA was used only for this research.

### **3.6 Validity of the instrument**

To establish the validity of the instruments my supervisors and other professionals in the field of educational psychology and counseling in Ahmadu Bello University validated the items, content, face and construct and ensure that they measure what they are meant to measure.

### **3.7 Reliability of the Instrument**

To ascertain the reliability of the instrument, pilot study was carried out at school of vocational and technical studies, Federal College of Education, Zaria. A total of 30 respondents were used, as they are not among the respondents or schools that would be used for the final study, but share similar characteristics in all respects.

The Cronbachs alpha reliability coefficient was used. The combined reliability coefficient was 0.971, achievement motivation has the reliability of .85 and that of Self Efficacy was .90. Meanwhile the original reliability of achievement motivation instrument was .91. These reliability coefficients were considered reliable because of the high coefficient as vindicated by the results.

### **3.8 Procedure for Data Collection**

Introductory letter was collected from the department of Educational Psychology and Counselling to the institutions of the research i.e. F.C.E, Z and KSCOE for proper access to students for the study.

The instruments adapted for this study are Mehrabian and Bank Achievement Motivation scale and Bandura's self-efficacy scale were administered to the NCE II students of the two Colleges of Education (FCE, Zaria and KSCOE, Gidan Waya). The researcher administered the



instruments himself and with the help of research assistant who were trained and made familiar with the items of the instruments and how to administer them effectively.

### **3.9 Procedure for Data Analysis**

The researcher made use of a number of statistical tools to analyze the data obtained. Descriptive statistics, frequency counts, simple percentages, mean and standard deviation were used to analyze bio-data and answer research questions. Pearson Product Moment Correlation was used to test the hypotheses. All hypotheses were tested at 0.05 level of significance.

## CHAPTER FOUR RESULTS AND DISCUSSIONS

### 4.1 Introduction

This chapter deals with analyses of the data collected for this study. Descriptive analyses were used to determine mean and standard deviation were used to answer research questions. Pearson Product Moment Correlation was used to test all the hypotheses. However, frequency counts and percentage were used to analyze bio data of the respondents. The analyses were based on the data collected for the study.

**Table 4.1 Presentation of the Bio Data of the Respondents**

	Valid			
	Frequency	Percent	Percent	Cumulative Percent
MALE	179	49.9	49.9	49.9
FEMALE	180	50.1	50.1	100.0
Total	359	100.0	100.0	

The table 4.1 it has shown that 179 of the respondents which represents 49.9 % were male students while 180 students representing 50.1 were female.

### 4.2 Hypotheses Testing

Five hypotheses were formulated and tested in this research, Pearson Product Moment Correlation was used to analyze all hypotheses at 0.05 level of significance.

**Hypotheses 1:** There is no significant relationship between achievement motivation and academic achievement among NCE students of colleges of education in Kaduna State.

This hypothesis was analyzed using Pearson Product Moment Correlation to determine the relationship between the two variables.

**Table 4.1 Pearson Correlation on relation between achievement motivation and academic achievement**

Variables	Mean	SD	r	P-value
Achievement Motivation	66.117	6.962	.432	0.002
Academic Achievement	3.02	0.579		

Table 4.1 shows that significant relationship exists between achievement motivation and academic achievement ( $r=.432$ ,  $p=0.002$ ). Because the p-value of 0.002 is less than 0.05. The hypothesis that says there is no significant relationship between achievement motivation and academic performance among NCE students of colleges of education in Kaduna State is therefore rejected.

**Hypotheses 2:** There is no significant relationship between self-efficacy and academic achievement among NCE students of colleges of education in Kaduna State.

This hypothesis was analyzed with SPSS using Pearson Product Moment Correlation to determine the relationship between the variables.

**Table 4.2 Pearson Correlation on relation between self-efficacy and academic achievement**

Variables	Mean	SD	r	P-value
self-efficacy	64.765	6.770	.230	.014
Academic Achievement	66.117	6.962		

Table 4.2 shows that significant relationship exists between self-efficacy and academic achievement ( $r=.230$ ,  $p=.014$ ). Because the p-value of .014 is less than 0.05. Thus, the null hypothesis that says there is no significant relationship between self-efficacy and academic achievement among NCE students of colleges of education in Kaduna State is therefore rejected.

**Hypothesis 3:** There is no significant relationship between achievement motivation and self-efficacy among NCE students of colleges of education in Kaduna State.

This hypothesis was analyzed with SPSS using Pearson Product Moment Correlation to determine the relationship between the variables.

**Table 4.3 Pearson Correlation on relation between self-efficacy and achievement motivation**

Variables	Mean	SD	r	P-value
Self-efficacy	64.765	6.770	.363	.000
Achievement Motivation	66.117	6.962		

Table 4.3 shows that significant relationship exists between self-efficacy and academic achievement ( $r=.363$ ,  $p=.000$ ), since  $p=.000$  is less than 0.05. Thus, the null hypotheses that says there is no significant relationship between self-efficacy and achievement motivation among NCE students in Kaduna State is therefore rejected.

**Hypothesis 4:** There is no significant relationship between achievement motivation and self-efficacy of art students of colleges of education in Kaduna state.

This hypothesis was analyzed with SPSS using Pearson product moment correlation to determine the relationship.

**Table 4.4 Pearson product moment correlation comparing relationship between achievement motivation and self efficacy of art students.**

Variables	$\bar{X}$	SD	r	p
Achievement	66.11	6.96	.683	.000
Self efficacy	64.67	7.55		
Art students	1.53	.499		

Table 4.4 shows that significant relationship exists between achievement motivation and self efficacy among art students with ( $r = .683$ ,  $p = .000$ ) since  $p = .000$  is greater than 0.05 level of significance. Hence, the null hypothesis that says there is significant relationship between achievement motivation and self efficacy among arts students is therefore rejected.

**Hypothesis 5:** There is no significant relationship between achievement motivation and self efficacy of science students of colleges of education in Kaduna State.

This hypothesis was analyzed with SPSS using Pearson product moment correlation to determine the relationship.

**Table 4.5 Pearson product moment correlation comparing relationship between achievement motivation and self efficacy of science students.**

Variables	$\bar{X}$	SD	r	p
Achievement	45.17	4.31	.477	.000
Self efficacy	49.55	5.14		
Science students	1.53	.499		

The table 4.5 shows that significant relationship exists between achievement motivation and self efficacy among science students with ( $r=.477$ ,  $p=.000$ ) since  $p=.000$  is greater than 0.05 level of significance. Hence, the null hypothesis that says there is no significant relationship between achievement motivation and self efficacy of science students is therefore rejected.

**Hypothesis 6:** There is no significant relationship between achievement motivation and self efficacy of male students in colleges of education in Kaduna state.

This hypothesis was analyzed with SPSS using Pearson product moment correlation to determine the relationship.

**Table 4.6 Pearson product moment correlation comparing relationship between achievement motivation and self efficacy of male students.**

Variables	$\bar{X}$	SD	r	p
Achievement	66.11	6.96	.588	.000
Self efficacy	49.55	5.14		
Male students	1.50	.501		

The table 4.6 shows that significant relationship exists between achievement motivation and self efficacy of male students with ( $r=.588$ ,  $p=.000$ ) since  $p=.000$  is greater than 0.05 level of significance. Hence, the null hypothesis that says there is no significant relationship between achievement motivation and self efficacy of male students is therefore rejected.

**Hypothesis 7:** There is no significant relationship between achievement motivation and self efficacy of female students in colleges of education in Kaduna state.

This hypothesis was analyzed with SPSS using Pearson product moment correlation to determine the relationship.

**Table 4.7 Pearson product moment correlation comparing relationship between achievement motivation and self efficacy of female students.**

Variables	$\bar{X}$	SD	r	p
Achievement	66.11	6.96	.792	.001
Self efficacy	49.55	5.14		
Female students	1.50	.501		

The table 4.6 shows that significant relationship exists between achievement motivation and self efficacy of female students with ( $r=.792$ ,  $p=.001$ ) since  $p=.001$  is greater than 0.05 level of significance. Hence, the null hypothesis that says there is no significant relationship between achievement motivation and self efficacy of female students is therefore rejected.

### **4.3 Summary of Findings**

This study which investigated relationship among achievement motivation, self-efficacy and academic achievement among NCE students of colleges of education in Kaduna State has come up with the following findings based on the hypotheses tested as summarized below:

- 1- Significant relationship exists between achievement motivation and academic achievement among NCE students of colleges of education in Kaduna State ( $r=.432$ ,  $p=.002$ ).
- 2- Significant relationship exists between self-efficacy and academic achievement among NCE students of colleges of education in Kaduna State ( $r=.230$ ,  $p=.014$ ).
- 3- Significant relationship exists between achievement motivation and self-efficacy among NCE students of colleges of education in Kaduna State ( $r=.363$ ,  $p=.000$ ).
- 4- Significant relationship exists between achievement motivation and self efficacy among arts students of colleges of education in Kaduna State ( $r=.683$ ,  $p=.000$ ).

- 5- Significant relationship exists between achievement motivation and self efficacy among science students of colleges of education in Kaduna State ( $r=.477$ ,  $p=.000$ ).
- 6- Significant relationship exists between achievement motivation and self efficacy of male students of colleges of education in Kaduna state ( $r=.588$ ,  $p=.000$ ).
- 7- Significant relationship exists between achievement motivation and self efficacy of female students of colleges of education in Kaduna state ( $r=.792$ ,  $p=.001$ ).

#### **4.4 Discussions of Findings**

The finding shows that significant relationship exists between achievement motivation and academic achievement among NCE students of colleges of education in Kaduna State. This means the higher the level of achievement motivation among the students the stronger their academic achievement. This finding corroborates with the study conducted by Akram and Ghazanfar (2014) who explore the relationship of achievement motivation and the academic performance in terms of CGPA of the students of University of Gujrat. The findings indicated a significant positive relationship between achievement motivation and academic performance of the students. The study also corroborates Riffat Un-Nisa Awan (2011), who examined the achievement and its relationship with achievement motivation and self-concept. The results revealed that achievement motivation and self-concept are significantly related to academic achievement.

The result of this research found that there is significant relationship between self-efficacy and academic achievement among NCE students of colleges of education in Kaduna State. This means the higher the level of students' self-efficacy, the better their academic achievement. This finding corroborates a study conducted by Loyd, (2012) who investigated self-efficacy and academic performances. The result showed that there was significant



relationship between academic self-efficacy and students' academic achievement. In another study by Panda (2010) studied the impact of self-efficacy and academic performance. The result found that there is significant relationship between self-efficacy and students' academic performance.

The result of this research found significant relationship between achievement motivation and self-efficacy among NCE students of colleges of education in Kaduna State. This denotes the higher one's achievement motivation is, the stronger his self-efficacy will be. This finding is supported by Firouzeh, Sepehiran & Azar (2013) who investigated self-efficacy, achievement motivation and academic procrastination as predictors of academic performance.

The result of multiple regression analysis reveals that achievement motivation is related with academic self-efficacy. In corroboration with this finding, Habibah Elias (2010), conduct a study on achievement motivation and self -efficacy in relation to adjustment among university students. The three variables namely adjustment, achievement motivation and self-efficacy were found to be correlated positively with one another.

This study found that significant relationship exists between achievement motivation and self efficacy of art students. The result vindicates that when achievement motivation of art students increases, their self efficacy equally increases. This finding negate with the study conducted by Elias (2010), whose research was on academic background and its relationship with achievement motivation. The result of the regression analysis reveals that there is no significant relationship between the mean score of art students in their achievement motivation and self efficacy.

This study found that there is significant relationship between achievement motivation and self efficacy of science students. The result vindicates that when achievement motivation of art students increases, their self efficacy equally increases. This finding disagrees with the study conducted by Elias (2010), whose research was on academic background and its relationship with achievement motivation. The result of the regression analysis reveals that there is no significant relationship between the mean score of science students in their achievement motivation and self efficacy.

This research found significant relationship between achievement motivation and self efficacy of male students. This denotes that when there is an improvement in the achievement motivation of male students, their self efficacy also increases. This finding corroborates with Asiru (2015) who study was academic self-efficacy, achievement motivation and gender as determinants of academic performance in English discourse writing among higher achieving students in Ibadan, Oyo state. The result shows gender had no significant correlation with achievement motivation and self efficacy.

Finally this research found significant relationship between achievement motivation and self efficacy of female students. This denotes that when there is an improvement in the achievement motivation of female students, their self efficacy also increases. This finding corroborates with Asiru (2015) who study was academic self-efficacy, achievement motivation and gender as determinants of academic performance in English discourse writing among higher achieving students in Ibadan, Oyo state. The result shows gender had no significant correlation with achievement motivation and self efficacy.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter is divided into summary, conclusions and recommendations as well as suggestions for further study.

#### **5.2 Summary of the Study**

The chapter deals with introduction of the research which encompasses background to the study, statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance of the study, and finally scope and delimitation of the study.

In chapter two of the study, literature was reviewed based on the major variables of the study such as concept of achievement motivation, concept of self-efficacy, academic achievement and a host of other relevant areas. Literature on theories that guided the study was reviewed. David McClelland achievement motivation theory, social cognitive learning theory by Bandura, and Weiner attribution theory of failure and success were all reviewed.

In chapter three of the study discussed research methodology which the study employed survey design. The population of the study involved the entire NCE II students of both Federal College of Education, Zaria (FCEZ) and Kaduna State College of Education Gidan Waya (KSCOE). The population of both colleges stands at 5,707 NCE II students. From the population of 5,707 of FCE, Zaria and KSCOE, Gidan waya, a sample of 361 was drawn. This selection was based on the recommendation of Krejcie and Morgan table (1970) which states that for a population of 5,707, a sample of 361 is appropriate sample size. The study employed a random

sampling technique by selecting only NCE II students of both the colleges of education in Kaduna state. Two main instruments were to be used for data collection in this study. The instruments comprised of achievement motivation scale and self-efficacy scale. The supervisors and other professionals in the field of educational psychology and counseling in Ahmadu Bello University validated the items, content, face and construct and ensured that they measure what they are meant to measure. The Cronbach alpha reliability coefficient was used. The combined reliability coefficient was 0.971, achievement motivation has the reliability of .85 and that of Self Efficacy was .90. These reliability coefficients were considered reliable because of the high coefficient as vindicated by the results.

In chapter four, Pearson Product Moment Correlation (PPMC) was used to test all the hypotheses at 0.05 level of significance. While descriptive statistics were used to answer research questions.

### **5.3 Contribution to Knowledge**

From the findings of this study, it was established that:

- i. Significant relationship exists between achievement motivation and academic achievement among NCE students of colleges of education in Kaduna.
- ii. Significant relationship exists between self-efficacy and academic achievement among NCE students of colleges of education in Kaduna State.
- iii. Significant relationship exists between achievement motivation and self-efficacy among NCE students of colleges of education in Kaduna State.
- iv. Significant relationship exists between arts and science students in their achievement motivation among NCE students of colleges of education in Kaduna.

- v. Significant relationship exists between arts and science students in their self-efficacy among NCE students of colleges of education in Kaduna State.
- vi. Significant relationship exists between achievement motivation and self efficacy of male students of college of education in Kaduna state.
- vii. Significant relationship exists between achievement motivation and self efficacy of female students of college of education in Kaduna state.

#### **5.4 Conclusions**

Based on the findings of the study, it was concluded that significant relationship exists between achievement motivation and academic achievement among NCE students of colleges of education in Kaduna. The finding also concluded that significant relationship exists between achievement motivation and self-efficacy among NCE students of colleges of education in Kaduna State. The study also concluded that significant relationship exists between arts and science students in their achievement motivation. It is concluded that significant relationship exists between arts and science students in their self-efficacy among NCE students of colleges of education in Kaduna. The study also concluded that significant relationship exists between achievement motivation and self-efficacy among male students. Finally it was concluded that significant relationship exists between achievement motivation and self efficacy among female students.

#### **5.5 Recommendations**

Based on the findings of the study, the following recommendations were put forward:

- i. Teachers and counselors should encourage students of colleges of education on the need to enhance their achievement motivation so as to improve their academic achievement. This could be done by administering achievement motivation tests in order to determine

the level of students' achievement motivation thereby devising means of boosting their achievement motivation through orientation and sensitization.

- ii. Lecturers in collaboration with counselling unit of the tertiary institutions should encourage the students of colleges of education to devote more effort on task given, engaging them in series of academic activities, motivating them to cope with the challenges of learning. This will boost their efficacious belief and enhance their performance in return.
- iii. Since the study established relationship exists between achievement motivation and self-efficacy, educational psychologists in collaboration with teachers of colleges of education should emphasize on improving students achievement motivation through entry orientation, organizing seminars and workshops for students so as to training them on how to enhance their achievement motivation and self-efficacious beliefs.
- iv. Arts students of the colleges of education should be made aware of the need for developing their achievement motivation with a view to enhancing their self efficacy.
- v. Science students should be giving orientation on the techniques of enhancing achievement motivation through keeping hem abreast of motivation theories so as to boost their self efficacious beliefs.
- vi. Male and female students should be given equal opportunity to explore in their academic task, thereby enhance their competences in the school activities.

## **5.6 Suggestions for Further Studies**

Further studies in a number of areas related this study would provide rewarding experience thus:

- i. Relationship among achievement motivation and students procrastination among undergraduate at colleges of education in Kaduna State.
- ii. Relationship among achievement motivation, adjustment and academic performance among students of colleges of education in Kaduna.
- iii. Influence of social environment on students' achievement motivation and self-efficacy among university students at Ahmadu Bello University, Zaria.

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## APPENDIX A

Department of Educational Psychology & Counselling,  
Faculty of Education,  
Ahmadu Bello University, Zaria  
Date:

Dear respondent,

### **Questionnaire on Relationship among Achievement Motivation, Self Efficacy and Academic Achievement of NCE Students of Colleges of Education in Kaduna State**

The researcher is a Post Graduate (M.Ed) student of the above named department in Ahmadu Bello University, Zaria who is currently conducting a research on “Relationship among Achievement Motivation, Self Efficacy and Academic Achievement of NCE Students of Colleges of Education in Kaduna State”. The study is in partial fulfillment of the requirement for the award of Master’s degree in Educational Psychology.

I would be delighted if you could respond to the questions freely and objectively. I wish to assure you that any information obtained from you would be treated as confidential and would only be used for the purpose of this study.

Thank you for your cooperation.

Yours faithfully,

**Ibrahim MOHAMMED**  
P13EDPC8052

## Instructions

Please note that the question of your CGPA below is strictly going to be used for the purpose of this research. For this reason, do not indicate your name and registration number. This questionnaire is divided into three sections. Section A; Bio data, Section B; Academic self-efficacy scale; Section C; Self-esteem scale questionnaire respectively. In each of the sections, list of questions are provided with corresponding boxes. Simple tick ( $\surd$ ) the appropriate box that represents your feelings. The following options are orderly provided: SA- (Strongly Agree), A- (Agree), U-(Undecided), D- (Disagree), SD- (Strongly Disagree).

### Section 'A': Bio-Data

1. Gender: Male ( )      Female ( )
2. Marital status:    Single ( )      Married ( )
3. Indicate your last semester CGPA ( )
4. Course of study: Arts ( )      Science ( )
5. Indicate your parents highest level of education:
  - a. Father
    - i. Tertiary institution                      ( )
    - ii. Secondary school level                      ( )
    - iii. Primary school                              ( )
    - iv. No formal education                      ( )
  - b. Mother
    - i. Tertiary institution                      ( )
    - ii. Secondary school level                      ( )
    - iii. Primary school                              ( )
    - iv. No formal education                      ( )

## Section B: Achievement Motivation Scale

S/N	Statement	SA	A	U	D	SD
1	I have high hopes and goals for myself					
2	I make an effort now for future gains					
3	I strive to achieve my goals					
4	I am interested to learn new things					
5	When I am working, the demands I make upon myself are very high					
6	When the teacher gave lesson at school, I usually set my heart on doing my best and making a favorable impression					
7	I am satisfied with my current achievement even though it is not better than others					
8	If I have not attained my goal and have not done a task well then, I continue to do my best to attain the goal					
9	I like to study hard					
10	I am annoyed when someone else is better than me					
11	I like to do normal and easy study rather than hard ones					
12	I like to learn easy and fun games rather than hard ones					
13	When I was in high school I thought that to attain a high position in society was un important					
14	When doing something difficult, I give it up very quickly					
15	At school I admired persons who had reached a very high position in life					
16	Good relation with my teachers at school is appreciated very much					
17	When I begin something I never carry it to a successful conclusion					

Adapted from Mehrabian and Bank (1998)

### Section C: Self-Efficacy Scale

S/N	Statement	SA	A	U	D	SD
1	I can remain calm when facing difficult academic tasks					
2	When I set academic targets for myself, I am confident I can achieve them					
3	If something looks too complicated, I will not even bother to try it					
4	I avoid trying to learn new things when they look too difficult to me					
5	Failure just makes me try harder					
6	I feel insecure about my ability to succeed in academic endeavours					
7	When I make plans, I am certain I can execute them					
8	I believe I can cope with the demand of my course of study					
9	I have a lot of confidence in my ability to excel in my studies					
10	I believe I can make use of my study time wisely					
11	I keep trying to learn difficult things because I know I can make it					
12	I give up easily on things I consider impossible to do					
13	When something doesn't work for me, I try another way					
14	I always try to know what went wrong so that I can correct it					
15	I can withstand any difficult academic task					
16	I am always late to class					
17	I find it difficult to cope with my studies					
18	I make sure I have enough time for study and leisure					

Adapted from Academic self efficacy scale by Bandura

## APPENDIX B

### Summary of Student Enrolment by Programme, Level and Sex

Full Time Student Only

Name of Institution: F.C.E Zaria

Academic Session 2014/2015

NCE Programme	M	F	Total
NCE II	1706	1384	3,090
NCE III	1028	858	1,886
Total	5091	4287	9,378

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Academic Secretary/Date

**Management and Information Service Unit**

Full Time Student Only

Name of Institution: KSCOE, Gidan Waya

Academic Session 2014/2015

NCE Programme	M	F	Total
NCE II	1,330	1,287	2,617

## APPENDIX C

### RELATIONSHIP AMONG ACHIEVEMENT MOTIVATION, SELF EFFICACY AND ACADEMIC ACHIEVEMENT OF NCE STUDENTS OF COLLEGES OF EDUCATION IN KADUNA STATE

#### COMBINED Reliability

Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded <sup>a</sup>	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.971	.971	58

## SELF EFFICACY SCALE

### Reliability

Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded <sup>a</sup>	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.907	.906	18



### Item Statistics

	Mean	Std. Deviation	N
I can remain calm when facing difficult academic tasks	3.9250	1.14102	40
When I set academic targets for myself, I am confident I can achieve them	3.7250	1.30064	40
If something looks too complicated, I will not even bother to try it	2.5000	1.58519	40
I avoid trying to learn new things when they look too difficult to me	3.0500	1.82504	40
Failure just make me try harder	4.6000	1.21529	40
I feel insecure about my ability to succeed in academic endeavors	2.5000	1.58519	40
When I make plans, I am certain I can execute them	3.8750	.75744	40
I believe I can cope with the demand of my course of study	3.9750	.69752	40
I have a lot of confidence in my ability to excel in my studies	3.9500	1.28002	40
I believe I can make use of my study time wisely	3.5000	1.30089	40
I keep trying to learn difficult things because I know I can make it	4.3500	1.23101	40
I give up easily on things I consider impossible to do	2.3250	1.63907	40
When something doest work for me, I try another way	3.7750	1.12061	40

I always try to know what went wrong so that I can correct it	4.5500	.93233	40
I can withstand any difficult academic task	3.5500	1.29990	40
I am always late to class	2.3000	1.58842	40
I find it difficult to cope with my studies	3.1250	1.36227	40
I make sure I have enough time for study and leisure	3.8750	1.18078	40

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.525	2.300	4.600	2.300	2.000	.542	18

## APPENDIX D

### Determining the size of a random sample

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
32	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Notes

N= population size

S= sample size

Source: Krecjie and Morgan, 1970. In: Cohen, L. Manion, A.L. and Marrison, K. (2000). Research methods in Education (5<sup>th</sup> Edition) London: Routledge Falmer. Chapter 4 page 95.