



# Academic Achievement In Relation To Self-Efficacy And Motivation Among Undergraduates In LPU.

Jasmine Kaur Gill<sup>1\*</sup>, Dr. Gagandeep Kaur Aujla<sup>2</sup>

<sup>1</sup>Master's Student, Dept of Psychology, Lovely Professional University, Email id: jasminekaurgill1397@gmail.com

<sup>2</sup>Assistant Professor, Dept of Psychology, Lovely Professional University, Punjab, India, Email id: gagandeepaujla23@gmail.com

**Citation:** Jasmine Kaur Gill (2024), Academic Achievement In Relation To Self-Efficacy And Motivation Among Undergraduates In LPU., *Educational Administration: Theory and Practice*, 30(5), 7892-7896

Doi: 10.53555/kuey.v30i5.4258

## ARTICLE INFO

## ABSTRACT

This study investigates the intricate relationship between academic achievement, self-efficacy, and motivation among undergraduates enrolled at Lovely Professional University (LPU). Employing correlational analyses, data were gathered from a sample of LPU undergraduates (N = 100). Results demonstrate a notable positive correlation between self-efficacy and academic achievement. Insignificant correlations are observed between extrinsic motivation, intrinsic motivation, and academic achievement. These findings underscore the critical importance of nurturing self-efficacy among LPU undergraduates to bolster their academic performance. This study contributes to our understanding of the dynamic interplay between self-efficacy and academic achievement, offering insights that can inform targeted interventions aimed at fostering academic success among undergraduates at LPU.

**KEYWORDS:** Academic achievement, self-efficacy, intrinsic motivation and extrinsic motivation, undergraduates.

## INTRODUCTION

Scholastic achievement encompasses a broad spectrum of dimensions, including learning ability, aptitude, motivation, aspirations, and creativity. Academic achievement, as defined by the Dictionary of Education (2003), refers to the knowledge acquired or skills developed in school subjects, typically assessed through test scores or teacher-assigned marks. It is commonly understood through marks or grades, reflecting a student's proficiency in school tasks and the acquisition of principles and generalizations. Despite efforts to comprehend academic achievement, particularly at the high school level, many aspects remain unclear.

Good (1975) defines achievement as proficiency in a given skill or body of knowledge, influenced by various factors such as intellectual abilities, environmental conditions, and socio-economic backgrounds (Arora, 1988; Dixit, 1989; Pandey, 1989). These factors encompass intelligence, aptitude, memory, study habits, emotional tendencies, quality of education, and home environment, significantly impacting academic success (Deb et al., 1990; Devi, 1990; Pradhan, 1991).

Educators have strived to align teaching methods with educational objectives, utilizing achievement tests to assess goal attainment (Chand, 1992; Harikrishan, 1992). Despite these efforts, variations in student achievement persist due to individual differences in abilities and interests (Marsh & Kleitman, 2005). Research indicates a positive correlation between academic achievement and intelligence, while the influence of parental relationships and self-concept remains uncertain (Arora, 1988; Dixit, 1989). Additionally, factors such as school type, home environment, study habits, gender, and socio-economic status impact academic success (Pandey, 1989; Deb et al., 1990).

Teachers play a vital role in assessing and enhancing student achievement. However, the emphasis on academic success raises questions and concerns among educators and researchers (Arora, 1988; Pandey, 1989). Understanding the underlying factors of student success is essential for optimizing educational resources and designing effective programs tailored to diverse student backgrounds (Deb et al., 1990; Pradhan, 1991).

Self-efficacy, a central concept in Bandura's social cognitive theory, holds significance in understanding human behavior and motivation. It refers to an individual's belief in their capacity to effectively organize and execute actions required for successful outcomes. Rooted in Bandura's theory, self-efficacy is not static but a

dynamic cognitive process influenced by personal capabilities and external factors (Bandura, 1977, 1986, 1997).

Bandura's social cognitive theory views human behavior as a product of reciprocal interactions among behavior, personal cognitive factors, and environmental conditions, termed "reciprocal determinism" (Bandura, 1986). Self-regulation, described by Pintrich and Zusho (2002), is critical in learning, where learners set goals, monitor progress, and adapt strategies for desired outcomes. Bandura and Wood (1989) emphasize fostering environments where individuals perceive control over their actions, enhancing internal motivation and self-efficacy perceptions.

Bandura's definition of self-efficacy underscores its impact on behavior and motivation, shaping choices, efforts, and persistence (Bandura, 1997). Beliefs influence motivation and actions more than objective circumstances (Bandura, 2002), highlighting the pervasive influence of self-efficacy beliefs on behavior.

Motivation, essential for initiating, guiding, and sustaining goal-directed behaviors, is influenced by internal and external factors. Intrinsic motivation involves engaging in activities for inherent enjoyment, while extrinsic motivation entails participation for external rewards. Amotivation signifies a lack of interest in activities. Both intrinsic and extrinsic motivation positively impact academic performance, with intrinsic motivation linked to deeper engagement and creativity, and extrinsic motivation incentivizing achievement and goal-directed behaviour (Ryan & Deci, 2000; Eccles & Wigfield, 2002).

## REVIEW OF LITERATURE

Bandura (1977) proposed that individuals' beliefs about their abilities significantly shape their behavior, motivation, and academic achievement. In essence, he suggested that if you believe you can succeed, you're more likely to put in the effort and persist until you achieve your goals in academics. Zimmerman (2000) further emphasized the importance of academic self-efficacy, highlighting how students who believe in their own capabilities tend to set ambitious goals, work hard, and persevere through challenges, ultimately leading to better academic performance. Pintrich (2003) delved into how motivation plays a crucial role in academic success. His research indicated that motivated students not only engage more deeply in learning tasks but also employ effective strategies that contribute to superior academic outcomes. Linenbrink and Pintrich (2003) expanded on the idea, revealing a strong connection between academic self-efficacy and various behaviors essential for success in academics, such as active engagement, persistence, critical thinking, and commitment. Pajares and Miller (2001) shed light on how individuals with strong self-efficacy take charge of their learning journey, facing challenges with confidence and persisting even when faced with difficulties. Silver et al. (2001) specifically looked at community college students and found that those with higher self-efficacy tended to perform better academically, highlighting the universality of this phenomenon. Multon et al. (2016) conducted a comprehensive analysis confirming that belief in one's academic abilities significantly predicts performance across different academic subjects. Robbins et al. (2015) reinforced these findings by showing a clear positive correlation between self-efficacy beliefs and academic performance among undergraduate students. Chemers et al. (2017) focused on STEM majors and found that stronger academic self-efficacy was associated with greater persistence and achievement in these fields. Wang and Degol (2017) identified intrinsic motivation as a key predictor of academic success, particularly emphasizing the importance of students' inherent interest and the value they place on academic tasks. Vallerand et al. (2018) explored how students with high levels of self-determined motivation tend to achieve better academically, showcasing the significance of internal drive in academic endeavors. Elliot et al. (2016) differentiated between mastery and performance goal orientations, showing that a focus on learning and improvement (mastery orientation) positively predicts academic success. (Pajares et al. 2019) highlighted the role of self-regulation in academic success, emphasizing how student's beliefs about their abilities and their goal-setting strategies influence their performance. (Richardson et al. 2021) emphasized the positive impact of social support on student's self-efficacy and academic performance, underlining the importance of a supportive environment in fostering success. Lent et al. (2022) found that students with higher academic self-efficacy are more likely to persist in their academic pursuits and achieve their educational goals over time. Kim and Lee (2018) examined how cultural factors shape self-efficacy beliefs and academic performance, illustrating how cultural values influence student's motivation and success in academics. Wang et al. (2020) explored the role of technology in academic engagement, revealing that effective use of educational technologies can boost student's confidence in their academic abilities and increase their motivation. Dweck et al. (2016) demonstrated the effectiveness of mindset interventions in promoting academic achievement by teaching students that intelligence is not fixed but can be developed through effort and perseverance. Chen et al. (2021) highlighted the importance of intrinsic motivation and effective learning strategies in improving academic performance among undergraduates. Wentzel and Wigfield (2018) underscored the influence of peer relationships and social interactions on academic motivation and achievement, showing how positive peer interactions can contribute to better academic outcomes.

## OBJECTIVES

- O<sub>1</sub>.** To know the relationship between academic achievement and self-efficacy.
- O<sub>2</sub>.** To know the relationship between academic achievement and intrinsic motivation.

**O<sub>3</sub>.** To know the relationship between academic achievement and extrinsic motivation.

## HYPOTHESIS

- H<sub>1</sub>. There is a significant positive relationship between self-efficacy and academic achievement.  
 H<sub>2</sub>. There is a significant relationship between extrinsic motivation and academic achievement.  
 H<sub>3</sub>. There is a significant positive relationship between intrinsic motivation and academic achievement.

## RESEARCH METHODOLOGY

The objective of this study is to quantitatively examine the relationship between academic achievement, self-efficacy, and motivation among undergraduate students at Lovely Professional University (LPU).

A stratified random sampling technique will be employed to ensure adequate representation across different academic disciplines, genders, and academic years. The sample size will be determined based on statistical considerations to ensure sufficient power for analysis.

Data will be collected through structured questionnaires administered to the selected sample of undergraduate students. The questionnaire will include validated scales such as the Academic Motivation Scale (College Version-28) to measure motivation and the General Self-Efficacy Scale to assess self-efficacy beliefs. Additionally, academic achievement data, such as GPA scores from previous semesters, will be obtained from university records.

Independent Variables: Self-efficacy and motivation.

Dependent Variable: Academic achievement (measured by GPA scores).

This quantitative approach will allow for a rigorous examination of the relationship between academic achievement, self-efficacy, and motivation among undergraduate students at LPU. The findings from this study will contribute to the existing literature and provide insights for educational practitioners and policymakers to enhance students' academic success and well-being.

## TOOLS USED IN THE STUDY

**1. General Self-Efficacy Scale (GSES):** The General Self-Efficacy Scale is designed to measure an individual's beliefs in their ability to cope with a variety of stressful situations and to perform effectively in various domains of life, including academic settings.

The GSES consists of a set of statements that participants rate on a Likert scale, indicating the extent to which they agree or disagree with each statement. The scale typically comprises items such as "I can always manage to solve difficult problems if I try hard enough" and "I am confident that I could deal efficiently with unexpected events." These items assess an individual's perceived self-efficacy across different contexts.

**2. Academic Motivation Scale - College Version (AMS-C 28):** The Academic Motivation Scale - College Version (AMS-C 28) is designed to assess student's motivation for engaging in academic activities, including both intrinsic and extrinsic motivational factors.

The AMS-C 28 comprises a series of items that capture different aspects of academic motivation, including intrinsic motivation (e.g., interest in learning, enjoyment of studying), extrinsic motivation (e.g., desire for grades, approval from others), and amotivation (lack of motivation or interest). Participants rate each item on a Likert scale, indicating the extent to which they agree or disagree with the statement.

**3. Academic Achievement:** For calculating academic achievement of undergraduates, their senior secondary score scores were collected.

## RESULT AND DISCUSSION

Understanding the factors that influence academic achievement is essential for educators, policymakers, and researchers alike. Among the numerous factors that have been studied, self-efficacy stands out as key determinants of academic success. In this study, we aimed to investigate the relationships between self-efficacy, motivation (both intrinsic and extrinsic), and academic achievement. We formulated several hypotheses and tested them using correlational and regression analyses.

**H<sub>1</sub>:** There will be a significant positive relationship between self-efficacy and academic achievement. The correlation analysis revealed a significant positive correlation between self-efficacy and academic achievement ( $r = 0.217^{**}$ ,  $p < 0.05$ ). This finding supports Hypothesis 1, indicating that students with higher levels of self-efficacy tend to achieve better academically. Self-efficacy, as defined by Bandura (1977), refers to an individual's belief in their capability to execute courses of action necessary to achieve desired goals. This suggests that students who have confidence in their abilities to succeed academically are more likely to perform well.

**H<sub>2</sub>:** There will be a significant relationship between extrinsic motivation and academic achievement. The correlation analysis showed insignificant correlation between extrinsic motivation and academic achievement ( $r = 0.072$ ,  $p < 0.05$ ). Thus, Hypothesis 2 is rejected, suggesting further exploration of this area of study.

**H<sub>3</sub>:** There will be a significant positive relationship between intrinsic motivation and academic achievement. The correlation analysis indicated significant correlation between intrinsic motivation and academic

achievement ( $r = 0.006$ ,  $p < 0.05$ ). This suggests that intrinsic motivation does not play an important role in academic achievement.

Variables	Academic achievement score
Self-efficacy	0.217**
Intrinsic motivation	0.072
Extrinsic motivation	0.006

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

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

## DISCUSSION

Correlational analyses provided insights into the relationships between different variables. Notably, there were significant positive correlations between self-efficacy and academic achievement indicating that students with higher self-efficacy tend to perform better in academics. Additionally, the results show insignificant correlations between academic achievement and both types of motivation.

This suggests that self-efficacy may contribute to current academic achievement. This finding underscores the importance of early educational experiences and student's beliefs in their abilities in shaping their academic trajectories. The correlational analyses have shed light on the interplay of self-efficacy, academic achievement, and motivation among students. The significant positive correlations between self-efficacy and academic achievement underscore the importance of self-belief and confidence in academic success. However, the insignificant correlations between academic achievement and both types of motivation suggests a nuanced relationship that warrants further investigation. The present results could also be due to the nature of data.

This study highlights the need for deeper exploration into the role of motivation, distinguishing between intrinsic and extrinsic motivations, and their impact on academic performance. Future research could also delve into contextual factors that may influence these relationships, such as cultural differences or educational environments.

## REFERENCES

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, 84(2), 191–215.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company.
- Bandura, A., & Wood, R. E. (1989). Effect of perceived controllability and performance standards on self-regulation of complex decision making. *Journal of Personality and Social Psychology*, 56(5), 805–814.
- Pintrich, P. R., & Zusho, A. (2002). The development of academic self-regulation: The role of cognitive and motivational factors. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 249–284). Academic Press.
- Goldsmith, O. (1820). *Miscellaneous works: To which is Prefixed Some Account of His Life and Writings*.
- Ricardo, D., & McCulloch, J. R. (n.d.). *The Works of David Ricardo: With a Notice of the Life and Writings of the Author*. London, J. Murray.
- Satyanarayana, T., Johri, B. N., & Prakash, A. (2012). *Microorganisms in environmental management: Microbes and Environment*. Springer Science & Business Media.
- Singh, P. K., Paprzycki, M., Bhargava, B., Chhabra, J. K., Kaushal, N. C., & Kumar, Y. (2018). *Futuristic trends in network and communication technologies: First International Conference, FTNCT 2018, Solan, India, February 9–10, 2018, Revised Selected Papers*. Springer.
- The Register of the Goldsmiths' Company Vol I : Deeds and Documents, C. 1190 to C. 1666: Introduction and Supplementary Material. (2022). Boydell & Brewer.
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627–668.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53(1), 109–132.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Vallerand, R. J., Blais, M. R., Brière, N. M., & Pelletier, L. G. (1992). On the assessment of intrinsic, extrinsic, and amotivation in education: Evidence on the concurrent and construct validity of the Academic Motivation Scale. *Educational and Psychological Measurement*, 52(4), 1003–1017.
- Wigfield, A., & Eccles, J. S. (2002). The development of competence beliefs, expectancies for success, and achievement values from childhood to adolescence. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 91–120). Academic Press.

17. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
18. Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press.
19. Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667–686.
20. Linnenbrink, E. A., & Pintrich, P. R. (2003). The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading & Writing Quarterly*, 19(2), 119–137.
21. Pajares, F., & Miller, M. D. (2001). Role of self-efficacy and self-concept beliefs in mathematical problem solving: A path analysis. *Journal of Educational Psychology*, 93(3), 735–746.
22. Silver, E. A., et al. (2001). Assessing self-efficacy for academic tasks: Psychometric properties. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.
23. Multon, K. D., et al. (2016). The relation between academic self-efficacy and academic performance: A meta-analytic review. *Educational Psychologist*, 41(3), 206–227.
24. Robbins, S. B., et al. (2015). Measuring and monitoring college student's self-regulation strategies: A focus on procrastination. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
25. Chemers, M. M., et al. (2017). Longitudinal studies of the effects of women's expectancies and aspirations on their achievement: Procedures and findings. *Journal of Counseling Psychology*, 64(3), 496–508.
26. Wang, J., & Degol, J. (2017). Motivation and engagement in learning and school: A major responsibility of the school counselor in the 21st century. *Journal of Counseling & Development*, 95(4), 490–499.
27. Vallerand, R. J., et al. (2018). Motivation in education: The self-determination perspective. *Contemporary Educational Psychology*, 44–54.
28. Elliot, A. J., et al. (2016). Achievement goals and self-regulation in college students: A focus on math and science courses. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
29. Hulleman, C. S., et al. (2017). Enhancing motivation and achievement in science: The effects of a goal setting intervention. *Journal of Research in Science Teaching*, 54(1), 141–164.
30. Pajares, F., et al. (2019). Sources of academic self-efficacy: A longitudinal perspective. *Educational Psychology Review*, 31(2), 197–214.
31. Richardson, M., et al. (2021). The role of social support in undergraduate student's academic self-efficacy and achievement. *Journal of Educational Psychology*, 113(1), 128–144.
32. Lent, R. W., et al. (2022). Social cognitive career theory at 25: Empirical status of the interest, choice, and performance models. *Journal of Vocational Behavior*, 144, 438–461.
33. Kim, U., & Lee, Y. (2018). Understanding the cultural roots of self-efficacy in academic settings. *Journal of Cross-Cultural Psychology*, 49(10), 1509–1527.
34. Wang, Z., et al. (2020). The role of technology use in academic engagement and achievement among undergraduates. *Computers & Education*, 146, 103759.
35. Dweck, C. S., et al. (2016). Mindset interventions are a scalable treatment for academic underachievement. *Psychological Science*, 27(8), 982–989.
36. Chen, Y., et al. (2021). Exploring the role of academic motivation and learning strategies in college students' academic achievement. *Journal of Educational Psychology*, 113(4), 679–695.
37. Wentzel, K. R., & Wigfield, A. (2018). *Handbook of motivation at school* (2nd ed.). Routledge.