

# Achievement Motivation and Academic Self-Efficacy As Correlates Of Academic Performance among Senior Secondary School Students in Bauchi State

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## ABSTRACT

This study examines the relationship between achievement motivation, self-efficacy and academic performance of senior secondary school students in Bauchi State. Survey design was adopted in the study. The population of the study was made up of 400 senior secondary school students selected from 10 secondary schools in Bauchi state. Achievement Motivation, Self-efficacy Scales and students' results were used as instruments for data collection. 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 performance of senior secondary school students in Bauchi state ( $r=.432, p=.002$ ). Self-efficacy was found to have significant relationship with academic performance ( $r=.230, p.014$ ). Significant relation exists 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 ( $r=.477, p=.000$ ). The study recommended among others that educational psychologists should orient secondary school students on the need to enhance their achievement motivation so as to improve their academic performance. Self-efficacious belief should equally be imparted and habituated to students through employing variety of teaching techniques and right type of approach to learning.

**Keywords:** achievement motivation, self-efficacy, academic performance,

## I. INTRODUCTION

Academic performance is one of the most priorities for schools in Northern Nigeria as the country at large. Academic performance of student in secondary schools refers to the extent to which a student, a teacher, or an institution has achieved their educational goals. Achieving the goal of academic institutions in northern Nigeria in the midst of insurgency and banditry is very complex. In order to achieve and improve on the declining education in Bauchi state, there need to consider the following psychological factors which play an important role. The factors are achievement motivation and self-efficacy. It is very significant to recognize these two factors and use them to improve the academic performance of students in Bauchi state. Another key to understand academic performance maybe is achievement motivation. Motivation has received much attention from numerous researchers with different psychological and philosophical perspectives in different fields of study, especially psychology and education, due to its significant effect on students' learning, persistence, and academic achievement, (Firouzeh, 2013).

Achievement motivation renew and directs behavior of students toward achievement and therefore is known to be an important determinant of academic success, (Steinmayr, Weidinger, Schwinger, & Spinath, 2019). Achievement motivation plays an important role in forecasting students' future success or failure. Academic Achievement Motivation plays an importance role for good academic performance of students, (Aniruddha & Pranab, 2019). A significant correlation is found between Academic Achievement and motivation, (Sikhwari, 2014).

And achievement motivation has impact on Academic performance of secondary school students in all subjects Mathematics to be specific with respect to gender, (Tella, 2007). Highly motivated students performed better academically than lowly motivated students. The need for academic achievement is a valid factor of students' commitment and positively correlates with academic performance. Hence, when students have strongly confidence in the educational system, it becomes easier for them to perform better. Self-efficacy has important effects on the amount of effort individuals apply to a given task such as homework. Student with high levels of self-efficacy for a given task will be resilient and persistent in the face of setbacks, while someone with low levels of self-efficacy for that task may disengage or avoid the situation, (Khalique & Singh, 2019).

Self-efficacy reflects the extent to which students believe that they can successfully perform in school. It usually positively correlated with outcome expectations but it is possible that a student's has high self-efficacy does not transform into a high academic achievement. Self-efficacy has important effects on the amount of effort individuals apply to a given task. Someone with high levels of self-efficacy for a given task will be resilient and persistent in the face of setbacks, while someone with low levels of self-efficacy for that task may disengage or avoid the situation, (Linnenbrink & Pintrich, 2003). The confidence or strength that a student has can positively influence his/her success in learning. Students tend to avoid tasks that exceed their ability and seek tasks at which they can succeed.

The increasing nature of poor academic performance of secondary school students especially in examinations like NECO, WAEC and JAMB, tend to shift the blame on the teaching methodology adopted by the teachers and poor funding from the government to produce quality instructional materials. However, these may not be the most reasons why students perform poorly in examinations. It's clear from all indications that the majority secondary school students have poor study habit which could cause poor academic performance (Tella, 2007). Hartman (2017) asserted lack of motivation may be a contributing factor to secondary school student failure in most subjects. The scholar went further to shed more light that unless students are well motivated and have strong confidence of the educational system else teaching and learning might not happen. The high levels of students' academic performance

might not be guaranteed where there is dearth of self-efficacy and motivation.

However, little is known on the impact of school environment on students' academic performance in an urban city like Bauchi State. Hence it is against this background that, the study is set out to examine the role of achievement motivation and self-efficacy in performance of students in secondary school in Bauchi state.

### 1.2 Purpose of the Study

The purpose of this study was to determine the relationship between achievement motivation, self-efficacy and academic performance, among secondary school students in Bauchi state. In order to achieve these goals, the following hypotheses were devised and tested:

H<sub>0</sub> There is no significant relationship between achievement motivation and academic performance among secondary school students in Bauchi State.

H<sub>0</sub> There is no significant relationship between self-efficacy and academic performance among secondary school students in Bauchi State.

H<sub>0</sub> There is no significant relationship between achievement motivation and self-efficacy among secondary school students in Bauchi State.

## II. EMPIRICAL REVIEW

The study of Firouzeh, (2013), 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. A sample of 200 students (100 males and 100 females) were selected by multi-stage cluster sampling from highschools of Orumieh. All participants were asked to fill in 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 and academic self-efficacy. Furthermore, the findings of the study showed a significant difference between boys and girls, in terms of the level of achievement motivation and academic performance.

The study of Kumar & Tankha, (2020), examine the contribution of achievement motivation and

psychological adjustment on the academic performance of the school students. A cross-sectional research design was employed for the study. A sample of 283 urban adolescent school students participated in the study. The students were administered measures of achievement motivation and psychological adjustment. The total percentage of marks obtained in the tenth standard was used as the measure of academic performance. Pearson's correlation coefficient and multiple hierarchical regression analysis were used to analyze the obtained data. SPSS version 21 was used for data analysis. The results of the study revealed a significant association of achievement motivation and educational adjustment with the academic performance of the students. However, there was no significant association between emotional and social adjustment with academic performance. The observations shed light on how cultivating enhanced student engagement and nurturing aspirations both within and outside classrooms may enhance the academic achievement of school students. Thus, the findings can provide greater insight to teachers, psychologists, and educational institutions to better plan the academic environment around the students.

Honicke & Broadbent, (2016) review integrates 12 years of research on the relationship between academic self-efficacy and university student's academic performance, and known cognitive and motivational variables that explain this relationship. The reviews report moderate correlations between these variables, but didn't discuss mediating and moderating factors that impact this relationship. Systematic searches were conducted in April 2015 of psychological, educational, and relevant online databases for studies investigating academic self-efficacy and performance in university populations published between September 2003 and April 2015. Fifty-nine papers were eligible. Academic self-efficacy moderately correlated with academic performance. Several mediating and moderating factors were identified, including effort regulation, deep processing strategies and goal orientations. Given the paucity of longitudinal studies identified in this review, further research into how these variables relate over time is necessary in order to establish causality and uncover the complex interaction between academic self-efficacy, performance, and motivational and cognitive variables that impact it.

Baanu, Oyelekan, & Olorundare, (2016) study find the relationship between chemistry students' self-efficacy and their academic achievement in senior secondary schools in North-central, Nigeria. The study is an ex-post facto

research and is a descriptive survey. The subjects of the study were one thousand one hundred and fifty (1150) senior secondary school III chemistry students selected from Kogi, Kwara and Niger States of Nigeria. The data collected were analyzed using descriptive and inferential statistics of mean, percentage and Pearson Product Moment Correlation. The findings revealed that no significant relationship existed between self-efficacy and the academic achievement of the chemistry students. The study concludes that students' self-efficacy needs to be complemented with a host of other factors to achieve high academic achievement in Chemistry. It is therefore recommended that attention be given to other factors necessary for better students' achievement in chemistry to complement students' high self-efficacy, so that a combination of these factors could result in high academic achievement in Chemistry.

There are numeral studies that included expectancy and value components of motivation as predictors of students' academic achievement (grades or test scores) and additionally considered students' prior achievement (Steinmayr, Weidinger, Schwinger, & Spinath, 2019) or their intelligence. However, only few studies accepted intelligence and prior achievement together with more than two motivational constructs as predictors of school students' achievement. Honicke and Broadbent, (2016) examined two expectancy components (i.e., ability self-concept and self-efficacy) and eight value components (i.e., interest, enjoyment, usefulness, learning goals, performance-approach, performance-avoidance goals, and work avoidance) in most subjects. Steinmayr and Spinath (2009) investigated the role of an expectancy component (ability self-concept), five value components (task values, learning goals, performance-approach, performance-avoidance goals, and work avoidance), and students' achievement motives (i.e., hope for success, fear of failure, and need for achievement) for students' grades. Both studies used relative weights analysis to compare the predictive power of all variables simultaneously while taking into account multicollinearity of the predictors (Tonidandel and LeBreton, 2011). Findings showed that after controlling for differences in students' intelligence and their prior achievement – expectancy components (ability self-concept, self-efficacy) were the best motivational predictors of achievement followed by task values (intrinsic/enjoyment, attainment, and utility), need for achievement and learning goals (Steinmayr and Spinath, 2009). However, Steinmayr and Spinath

(2009) who investigated the relations in three different domains did not assess all motivational constructs on the same level of specificity as the achievement criteria. More precisely, students' achievement as well as motivational beliefs and task values were assessed domain-specifically (math grades, math self-concept, math task values), whereas students' goals were only measured for school in general (e.g., "In school it is important for me to learn as much as possible") and students' achievement motives were only measured on a domain-general level ("Difficult problems appeal to me"). Thus, the importance of goals and achievement motives for math and German grades might have been underestimated because the specificity levels of predictor and criterion variables did not match. Assessing students' goals and their achievement motives with reference to a specific subject might result in higher associations with domain-specific achievement criteria (Sparfeldt and Rost, 2011).

### 2.1 Theoretical Framework

To explain the function of achievement motivation and self-efficacy in student performance, social cognitive theory is found appropriate. This approach emphasizes the important role of students' beliefs and their interpretations of actual events, as well as the role of the achievement context for motivational dynamics. The theory explains extensively how learners acquire achievement motivations and self-efficacy information from knowledge of others' performances through social comparisons. Students who observe similar peers learn a task may also believe that they can learn it. Such vicarious information typically has a weaker effect than actual performance because vicariously-induced self-efficacy can be negated by subsequent performance failure.

Baanu, Oyelekan, & Olorundare, (2016) asserted that students' beliefs in their abilities to achieve desired goals strongly influence their academic achievement. In view of this Hartman (2017) inferred that academic achievement and self-efficacy reflects the extent to which students believe that they can successfully perform in school. Self-efficacies are usually positively correlated with outcome expectations but it is possible that a student has high self-efficacy but low expectations about the grades earned from the examinations, cognitive perspective on motivation and reflects the cognitive metaphor of the individual as an active and rational decision maker in contrast to earlier behavioral models of motivation, (Pintrich & Schunk, 1996). Social cognitive models of achievement motivation

comprise a variety of motivation constructs that can be organized in two broad categories: students' "beliefs about their capability to perform a task," also called expectancy components (e.g., ability self-concepts, self-efficacy), and their "motivational beliefs about their reasons for choosing to do a task," also called value components (e.g., task values, goals). According to the social cognitive theory, students' motivation is relatively situation or context specific, (Pintrich & Schunk, 1996). To gain a comprehensive picture of the relation between students' motivation and their academic achievement, we additionally take into account a traditional personality model of motivation, the theory of the achievement motive according to which students' motivation is conceptualized as a relatively stable trait. Students' goal orientations are wider cognitive orientations that students have toward their learning and they reflect the reasons for doing a task.

Achievement motivation and Self-efficacy are developed as a result of information from four types of resources: mastery (enactive) experiences, vicarious experiences, verbal persuasion and physiological states. Mastery or enactive experiences are derived from what one has experienced are said to be the most forceful reference of self-efficacy beliefs. Vicarious experiences are gained by observing a model's performance and comparing it with the observer. A comparatively weak source of self-efficacy is the persuasion like 'I have faith in you' given by others. The final source of students' self-efficacy is physiological reactions which are stress, anxiety and other feelings seen as signs of physical incompetence, (Pintrich & Schunk, 1996). In gauging self-efficacy, people assess their skills and capabilities to translate those skills into actions.

### 2.2 Conceptual Definitions

#### 2.2.1 Achievement Motivation

Motivation has got much consideration from many analysts with different mental and philosophical viewpoints in several areas of consideration, particularly brain research and instruction, due to its critical impact on students' learning, perseverance, and scholarly achievement. Secondary school students who are not propelled to succeed will not work difficult. In reality, a few analysts (Tucker, Zayco, & Herman, 2002) have recommended that as it were achievement motivation specifically influences scholarly execution; all other components influence accomplishment as it were through their impact on inspiration. Ahmad and Rana (2012) found out that inspiration impacts the scholastic execution of

secondary school students. Academic motivation is near to the term “motivation to learn”. It is an additional portion of academic learning. Hall (as cited in Akinsola, Adedeji Tella, & Adeyinka Tella, 2007) believed that there is a need to motivate pupils so as to arouse and sustain their interest in learning mathematics. Akinsola, Adedeji Tella, and Adeyinka Tella examined the effect of achievement motivation on academic achievement and learning outcomes in mathematics with a sample of 450 (260 males and 190 females) secondary school students in Nigeria. This investigator reported that students who had higher achievement motivation scored significantly high scores on a mathematics achievement test compared to their counterpart students with lower achievement motivation. Intellectual ability and achievement motivation were associated positively with academic success (Busato, Prins, Elshout, & Hmaker, 2000). One study in Malaysia showed a significant and positive correlation between students’ achievement motivation and their academic achievements (Mahyuddin, Elias, & Noordin, 2009).

Onete, Edet, Udey, and Ogbor (2012) examined the relationship between 750 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. Faruk (2011) studied the role of academic motivation and academic self-efficacy on academic procrastination with 774 students in Turkey. Their study results showed a low relationship between academic procrastination and self-efficacy. The study of Nisa, Noureen, and Naz (2011) revealed that achievement motivation and self-concept are significantly related to academic performance and significant gender differences were discovered, which were in favor of girls. They suggested that teachers must use motivational strategies to involve students in academic activities for enhancing their grades. Shekhar and Devi’s (2012) study was carried out on 80 undergraduate students of various colleges from Jammu region, revealing no significant difference between the achievement motivation of male and female college students.

### **2.2.2 Self-efficacy**

A developing body of writing bolsters the relationship between students’ self-efficacy convictions for scholarly research and their scholastic execution. A few analysts (Paul & Gut 2006; Lilian, 2012) have examined student self-efficacy convictions play in anticipating secondary school victory. They recommended that a positive relationship may hold between these two factors. For illustration, in think about conducted in Spain (Valle, 2009), the analyst considered the relationship between college students’ self-efficacy for execution and learning and their exertion regulation. It was found that when understudies had the next self-efficacy, they were more likely to put more endeavors into their academic ponders.

Self-efficacy is commonly characterized as the conviction in one’s capabilities to realize an objective or a result. It influences each and every aspect of human endeavor, by deciding the convictions an individual holds concerning his or her control to influence circumstances, in this way, emphatically impacting both the control a person actually has to face challenges competently and the choices a person is most likely to make (Hartman, 2017). Self-efficacy is the measure of one’s own competence to complete tasks and reach goals. Self-efficacy refers to the judgments of a person’s capabilities, and it is a capability to carry out the actions needed to succeed in a task. It is one of the strongest factors predicting performance in domains as diverse as sports, business, and education.

Klassen, Krawchuk, and Rajani (2008) believed that self-efficacy strongly influences our task, choice, level of effort, persistence, and resilience. In academic settings, self-efficacy is a strong predictor of performance (Klassen et al., 2008). Vuong, Brown-Welty, and Tracz’s (2010) study examined the effects of self-efficacy on academic success with a sample of 1,291 college sophomores recruited from five of the 23 California state university campuses. These investigators showed that self-efficacy beliefs had a significant and positive effect on the academic achievement of students. Adeyemo’s (2007) study with a sample of 300 students who are in their first or second year at the University of Ibadan, Nigeria, demonstrated that academic self-efficacy had a significant and positive effect on academic achievement.

### **2.2.2 Academic Performance**

According to Firouzeh, (2013) Academic performance is one of the top priorities for schools. It is the outcome of education, and it refers to the

extent to which a student, a teacher, or an institution has achieved their educational goals. There are two traditional indicators of academic performance, namely, grades and highest level of educational attainment. These two indicators are arguably the most important to educators, students, their parents, and those people who make public policy decisions. Academic performance is commonly measured by examinations or continuous assessment, but there is no general agreement on how it is best tested or which aspects are the most important.

The educational psychology literature decisively indicates that the psychological variables have an important role in academic performance. Some psychological factors play an important role to promote or decline academic performance, such as self-efficacy, achievement motivation, and academic procrastination. So, it is very important to recognize that and use them to improve the academic performance of students.

### III. RESEARCH METHODOLOGY

The study is a research conducted via a descriptive survey. The population for the study comprised all the senior secondary school students in Bauchi metropolis. Forty Senior school students were selected by stratified random sampling from ten secondary schools in Bauchi State which made up of 400 students altogether.

Two instruments were used for the study. The first one was a researcher-designed questionnaire named students' achievement motivation and self-efficacy questionnaire (AMSEQ) adapted from Bandura, (1986). The instrument was subject to modification which involved changing the response from Very True (VT), True (T), Untrue (U) and Not At All (NAA) to Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively, this is done with a believe that the response better

represent the opinion of the respondents. The 4 point Likert rating scale was used, the responses were scored 4, 3, 2 and 1 respectively.

The research instrument was validated by an expert, University of Ilorin, Nigeria for item structure and language clarity. The reliability of the questionnaire was determined using a test-retest method of two weeks' interval, in which the questionnaire was administered to thirty chemistry students from another school not covered by the main study. The data obtained was subjected to Pearson Product Moment Correlation. A calculated reliability coefficient of 0.72 was obtained.

The second instrument was the result of the respondents in the Senior School Certificate Examination jointly conducted. The Senior School Certificate Examination questions were normally taken through the basic processes of validation and reliability before they were administered. Hence, the examination questions were deemed valid and reliable.

Copies of the questionnaire were directly administered to the students in each of the schools and retrieved same day the school was visited. The data obtained were subjected to statistical analysis using frequency counts, mean, standard deviation, and Pearson Product Moment Correlation was employed to test the only hypothesis.

### IV. RESULTS

In order to analyze the data and test the hypotheses of the study, the descriptive indices of variables (mean, SD (standard deviation), skewness, and kurtosis) have been presented in order to check the normal distribution of the data. Skewness and kurtosis indices suggest the normality of data distribution.

The correlations between, achievement motivation, and self-efficacy with academic performance were calculated using Pearson's correlation coefficients.

Table 1: Relationship between achievement motivation and academic performance among secondary school students in Bauchi State.

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

Data presented in table 1 above shows that significant relationship exists between achievement motivation and academic performance ( $r = .432, p = 0.002$ ). 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 secondary school students in Bauchi is therefore rejected.

Table 2: Relationship between self-efficacy and academic performance among secondary school students in Bauchi State.

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

Table 2 shows that significant relationship exists between self-efficacy and academic performance ( $r=.230, p=.014$ ). 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 performance among secondary school students in Bauchi state is therefore rejected.

Table 3: Relationship between achievement motivation and self- efficacy among secondary school students in Bauchi State.

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

Data presented in table 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 hypothesis that says there is no significant relationship between self-efficacy and achievement motivation among secondary school students in Bauchi State is therefore rejected.

nger, and have fewer adverse emotional reactions when they encounter difficulties than those who doubt their capabilities. Findings suggest that academic self-efficacy is an affective factor to predict academic performance. Self-efficacy is one component of Social Cognitive Theory, a learning theory which identifies determinants governing thought, motivation, and human action. Self-efficacy beliefs are mediated through a variety of processes (cognitive, motivational, affective, and selective), which translate them into specific actions or behaviors. There is little doubt that academic self-efficacy is central to success in a range of performance areas. Higher academic self-efficacy is strongly associated with improved performance. In addition, findings resulted from Pearson correlation show any meaningful relationship between achievement motivation and academic performance ( $P \leq 0.002$ ). This result supports the studies (Tella, 2007; Linnenbrink & Pintrich, 2003; Honicke & Broadbent, 2016) which documented that achievement motivation had a significant and positive effect on the academic performance of students in secondary school. Individuals with high achievement motivation have the capacity to set high personal and achievable goals, they are concerned for personal achievement rather than the rewards of success. In addition, achievement motivation, especially academic motivation, orients students toward learning and understanding, developing new skills and cognitive strategies for solving problems, and leads to focus on self-improvement using self-referenced standards,

## V. DISCUSSION

As mentioned above, the purpose of the present research was to examine the relationship between achievement motivation and self-efficacy with academic performance. The results from Pearson correlation showed that academic self-efficacy had a significant and positive direct effect on the academic performance of students. These findings are similar with the findings of many previous international studies (Pintrich & Schunk, 1996; Aniruddha & Pranab, 2019; Firouzeh, 2013). The findings of numerous previous studies conducted in universities (Paul & Gore, 2006), which reported a significant and positive effect of academic self-efficacy on academic performance. This result validates the study of Kumar & Tankha, (2020), which demonstrated that academic self-efficacy had a significant and positive effect on the academic performance of college/university students. There is an evidence that self-efficacious students participate more readily, work harder, persist to

because academic motivation enables students to set achievement goals, and thus, students work hard and exert maximum effort to achieve those goals.

## VI. CONCLUSIONS

In conclusion, a significant relationship exists between achievement motivation and academic performance among secondary school students in Bauchi state. The finding also concluded that significant relationship exists between achievement motivation and self-efficacy among secondary school students in Bauchi state. The need for developing students' self-efficacy in schools is essential for improving academic outcomes. This study is recommended to improve efficacy and motivation in male students, who need to pay more attention to.

On the limitations of this research, it can be said that this research was only conducted in secondary schools in Bauchi state only. So, it is impossible to generalize the findings to students of other schools of the country. In spite of the mentioned limitations and according to the findings, the present research is recommended that future research studies the relationship between academic procrastination with other variables.

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