

Chapter 7

ACHIEVEMENT MOTIVATION AND SELF EFFICACY AMONG COLLEGE STUDENTS

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Abstract

The main objective of the study is to find the correlation between self-efficacy and achievement motivation among college students. For this purpose, data from 60 students of different colleges of India were taken. Among the colleges we selected 17 males and 43 females. The study was conducted among college students who use age in between 18 to 23. Two scales were administered, Achievement motivation scale by Immanuel Thomas and Muthee J.M to measure achievement motivation & Academic self-efficacy scale by Abdul Gafoor and Ashraf Muhammad to measure self-efficacy. The result found that no correlation between Achievement Motivation and Self Efficacy among college students.

Key words: *Achievement Motivation, Self-Efficacy & College Students*

Introduction

India has the highest youth population in the world. Youth play the most important role in shaping any nation's development be it economic, political or social. Therefore, it is necessary to provide quality education to the students especially the higher education. It is believed that the attainment of the highest education standards is important for the dynamic development of science and technology. It significantly impacts the social, cultural, and economical and political development of the nation.

Lot of difficulties that people experience throughout their lives is closely related with

their beliefs about themselves. Students' failures in academics, as well as the misdirected motivation and lack of commitment is largely because of the beliefs those students develop about themselves and about their ability to exercise a measure of control over their environments. Education system must aim for the development of academic competence. It is the responsibility of schools and colleges to prepare self-assured and fully-functioning individuals who are capable of pursuing their hopes and their ambitions. According to Albert Bandura, "educational practices should be gauged not only by the skills and knowledge they impart for present use but also by what they do to [students'] beliefs about their capabilities, which affects how they approach the future. Students who develop a strong sense of self-efficacy are well equipped to educate themselves when they have to rely on their own initiative".

Motivation is of great importance for students. It directs behaviour toward particular goals. It determines the specific goals toward which people strive, thus, affecting the choices students make. It also leads to increased effort and energy. Whether a student will pursue a task (even a difficult one) with enthusiasm or a lack buster attitude, is determined by their level of motivation. It increases the initiation and persistence of activities and is an important factor affecting their learning and achievement. Motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner.

How to motivate students has been a long-standing issue with educators. Motivating students to learn in school is a topic of great concern for educationist today. Motivating students so that they can succeed in life is one of the greatest challenges of this century. Lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. It has been recognized that there is a strong relationship between achievement motivation, self-efficacy and self-esteem. It is argued that self-efficacy is an important determinant of student's motivation. Current research findings reveal that, when properly assessed, students' self-concept and self-efficacy beliefs are each related to, and help mediate the impact of other motivation constructs on, academic achievement. As per Bandura (1986), both self-beliefs "contribute in their own way to the quality of human life."

Achievement motivation

Achievement motivation refers to an individual's drive to succeed and attain goals. It is characterized by a desire for competence, mastery, and accomplishment, and is often associated with a need for achievement, power, and status. People with high achievement motivation tend to be highly driven, ambitious, and persistent in their pursuit of success. They may also be more likely to take on challenging tasks and set high goals for themselves. Conversely, people with low achievement motivation may be less motivated to succeed and may be more likely to avoid challenging tasks.

When an individual expects that his or her performance will be evaluated on the basis of some standard of excellence. Such behavior is called being achievement-oriented. 'Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount'. In the workplace, achievement motivation leads some people to be high performers who desire success—and fear failure. They seek out tasks that they can successfully complete while avoiding responsibilities or tasks where they might fail. Achievement motive also drives them to persist, putting in long hours and hard work, at goals they know they can accomplish. They are driven to seek out roles where they can be successful, receive feedback and feel a sense of accomplishment. In other words, people motivated by achievement prefer moderately difficult tasks where they can succeed and feel competent. They avoid very difficult tasks where they might fail and easy tasks that don't give them a sense of satisfaction when completed.

Achievement motivation is part of McClelland's Human Motivation Theory. This theory was proposed by social psychologist David McClelland.

McClelland's Achievement Motivation Theory

McClelland's Achievement Motivation Theory also called Three-Need Theory was originated from the investigations into the relationship between hunger needs and the extent to which imagery of food dominates the thought process.

The theory was developed by David McClelland and his associates, as they identified the following three main arousal-based and socially developed motives:

- Need for Achievement (n-Ach): This is the drive which some people have to pursue and attain goals. An individual with this drive is achievement oriented and wants to

undertake set of jobs or activities where one can excel and advance up in the ladder of success. The need for achievement is a desire to succeed. Many people have the drive towards achieving something better to differentiate themselves from others. This urge can be defined to overcome obstacles, to exercise power, to strive to do something difficult and even do it as quickly as possible.

- **Need for Power (n-Pow):** This is the desire to be influential— to make impact on others, do something that can change situations, and add value to life. Individuals with high power especially organizational managers make a greater impact on the behaviour and performance of others at the workplace. The need for power can be summarized as the desire to influence others and control environment. Such power ultimately culminates in increased motivation amongst members of the workplace and fulfilment of organizational goals.
- **Need for Affiliation (n-Aff):** The need for affiliation is the desire to establish friendly and close relationships with others and to interact socially. McClelland observed that people with a high need for affiliation get motivated to express their feelings and emotions to other people as part of their normal behaviour and strongly desire to be liked and accepted by others.

In this way, they resent and discourage conflicts and confrontations in their day-to-day relationships and, by nature and constant practice, feel motivated to emphasize friendship and cordiality

Atkinson's Achievement Motivation Theory

The concept of achievement motivation dates back to the forties where various works on success and failure along with ego-involvement provided the early foundation for what would become John W. Atkinson's Achievement Motivation Theory (AMT) in 1966.

AMT explains the integral relationship between an individual's characteristics and their need to achieve something in life. It also takes into account the kind of competitive drive a person has to achieve and set goals. For me, this was the drive to put up a good time in the workout. Other examples you may relate to are how you perform at work, school, or even a local bowling league.

In all cases, there are various forces at work. An essential component to note is the

presence of internal and external factors, which play a role in motivation. The theory explains that the motivation one has to achieve something in life is closely governed by these factors.

Features of Achievement Motivation

Achievement motivation is the drive to accomplish tasks and achieve goals. Some features of achievement motivation include:

- Goal-oriented behaviour: People with high achievement motivation tend to set specific and challenging goals for themselves, and work hard to achieve them.
- Persistence: They are willing to put in sustained effort to achieve their goals, even in the face of obstacles and setbacks.
- Need for achievement: They have a strong internal drive to achieve success and to be recognized for their achievements.
- Competitiveness: They are often competitive with others and strive to be the best in their field.
- Self-evaluation: They are self-motivated and rely on self-evaluation and self-reward.
- Risk-taking: They are willing to take risks to achieve their goals and are not afraid of failure.
- Self-efficacy: They have a high level of self-efficacy, or belief in their own abilities to achieve their goals.
- Need for control: They have a need to control their own environment and to direct their own lives.

These features are not exclusive and may vary among individuals, but overall, people with high achievement motivation tend to be proactive, self-motivated, and goal-driven.

Factors Affecting Achievement Motivation

There are several factors that can affect achievement motivation, including: Personal characteristics: Factors such as personality traits, self-esteem, and self-efficacy can influence a person's level of achievement motivation.

- Social and cultural factors: The expectations and values of one's family, peers, and culture can influence achievement motivation.

- Environmental factors: The availability of resources, such as education and opportunities, can affect a person's level of achievement motivation.
- Goal characteristics: The specificity, difficulty and relevance of the goal can influence the level of motivation to achieve it.
- Feedback and reinforcement: Feedback from others and rewards for achieving goals can increase motivation.
- Stress and anxiety: High levels of stress and anxiety can decrease achievement motivation.
- Past experiences: Past experiences, both positive and negative, can shape a person's beliefs about their abilities and the likelihood of achieving success.
- Role models: Seeing others successfully achieving similar goals can inspire and increase motivation to achieve the same.

It is important to note that the effect of these factors on achievement motivation can vary among individuals and across different situations.

Self-efficacy

Self-efficacy is the belief in one's own abilities to accomplish tasks and achieve goals. It is a concept in psychology that refers to a person's level of confidence in their ability to perform a specific task or accomplish a specific goal. High self-efficacy is associated with better performance and more persistence in the face of challenges, while low self-efficacy is associated with less confidence and more difficulty in achieving goals. Self-efficacy can be influenced by a variety of factors, including past experiences, social support, and cognitive and emotional factors.

It is considered to be people's beliefs about their capabilities to produce designated levels of performance that influences events that affect their lives. Self-efficacy beliefs affect how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through cognitive, motivational, affective and selection processes.

Social cognitive theory

The theory of self-efficacy lies at the heart of Bandura's social cognitive theory that has emphasized the role of observational learning and social experience in the development of

personality. The main idea in social cognitive theory is that in almost every situation the actions that individual has observed in others influences his every actions and reactions. Self- Efficacy is an important aspect of social cognitive theory as it is developed from external experiences and self-perception and plays an important role in determining the outcome of many events. Self-efficacy is a representation of the personal perception of external social factors. People with high self-efficacy-that is, those who believe they can perform well are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

Social Cognitive Theory of Albert Bandura shows how cognitive, behavioural, personal, and environmental factors interact to determine motivation and behaviour. Human functioning results from the interaction among all three of these factors, as has been depicted in Bandura's Triadic Reciprocal Determinism model. It may seem to us that one factor is the majority, or lead reason, there are numerous factors that playing a role in human behaviour. Moreover, the factors that influence are neither of equal strength, nor do they all occur concurrently. For example, the way the workers themselves are affected (cognitive factors) influences their performances (behavioural factors) by organizational strategies (environmental factors). People who high self-efficacy assign for them challenging goals and are strongly committed to them. When they experience failure, they heighten and sustain their efforts. They are quick in recovering their sense of efficacy after failures or setbacks. Failure is attributed to insufficient effort or deficient knowledge and skills which can be acquired. Threatening situations are approached with assurance that they can be controlled. Such an outlook leads to personal accomplishments reduces stress and low down vulnerability to depression.

Features of Self-efficacy

Self-efficacy is the belief in one's ability to successfully execute tasks and achieve goals.

Some key features of self-efficacy include:

- Perceived control: Individuals with high self-efficacy believe that they have control over their own actions and outcomes.
- Sense of mastery: High self-efficacy individuals have a sense of mastery over their own abilities and skills.
- Resilience: High self-efficacy individuals are able to bounce back from setbacks and failures, and persist in the face of adversity.

- Optimism: High self-efficacy individuals tend to have a positive outlook and believe that their efforts will lead to success.
- Goal-oriented: High self-efficacy individuals are more likely to set challenging goals for themselves and take the necessary steps to achieve them.
- Adaptability: High self-efficacy individuals are able to adjust their approach to different situations, and are more open to trying new things.

Factors affecting Self-efficacy

There are several factors that can influence self-efficacy, including:

- Past experiences: Past successes and failures can have a big impact on self-efficacy. Individuals who have had positive experiences and have been successful in the past are more likely to have high self-efficacy, while those who have failed or struggled may have lower self-efficacy.
- Social persuasion: Feedback and encouragement from others can have a big impact on self-efficacy. Positive feedback and encouragement can increase self-efficacy, while negative feedback or criticism can decrease it.
- Emotions: Negative emotions like anxiety and depression can decrease self-efficacy, while positive emotions can increase it.
- Physical health: Physical health can also affect self-efficacy. People who are in poor physical health may have lower self-efficacy, while those who are in good health may have higher self-efficacy.
- Cognitive appraisals: The way we think about our abilities and the tasks we need to do can have a big impact on self-efficacy. An individual who sees a task as challenging and achievable will have higher self-efficacy than one who sees the same task as impossible or too difficult.
- Role models and vicarious experiences: Observing others who are similar to oneself and who are successful in dealing with similar situations can increase one's self efficacy.

Need and significance

Achievement motivation and self-efficacy is very much important for students. In students, self-efficacy can affect achievement motivation in both positive and negative ways.

Achievement motivation of students influence their psychological and behavioural characteristics such as hope of success coping with failure persistence in adversity and willingness to take more challenging courses, which ultimately have an impact on their academic.

Self-efficacy is the extent or strength of one's believes in one's own ability to complete tasks and reach goals. It is the most important variable that affect academic performance. It is beloved that higher self-efficacy and self - esteem results in higher level of motivation in students.

Achievement motivation of students influence their behavioural and psychological characteristics. Self-efficacy has been influencing physical and mental health of students. So the study about achievement motivation and self-efficacy among college students is more important in this modern educational system.

Key Terms

Achievement motivation: The term achievement motivation refers to a desire to perform well or a striving for success

Self-efficacy: Self-efficacy refers to the extent to which one believes in one's own ability to complete tasks and reach goals.

Methodology

The procedure pertaining to the present study Achievement motivation and Self efficacy among college students.

Methodology has its own importance in scientific investigation because objectivity in many research investigations cannot be obtained unless it's carried out in a very systematic way and planned manner. This chapter deals with the approach and way this research has been conducted. It maps the methods and materials utilized for the research.

Objectives

The present study has out of following objectives:

- To examine the relationship between achievement motivation and self-efficacy among college students.
- To examine how achievement motivation effect among college student
- To examine how self-efficacy effect college students.

Hypothesis

The present study has set of following hypothesis:

H₁: There is a significance relationship between achievement motivation and self-efficacy among college students

H₂: There is a significant difference between male and female participants on achievement motivation

Research design

Correlation analysis is used in this study. A sample of 60 college students are taken.

The data was collected from the various colleges in Kerala.

Inclusion criteria

Subjects who are currently studying in colleges

Exclusion criteria

Subjects who are not currently studying in colleges.

Measures

Only questionnaire measures were used in the present study. All measures as widely used ones in psychological research with well-established psychometric properties.

Tools

Achievement Motivation Inventory

Achievement motivation inventory was developed by Immanuel Thomas and Muthee J.M in 2009. The scale is intended to assess the achievement motivation among learners. The inventory consist of 32 items in total were 18 items positively worded and 14 items were negatively worded. These items are arranged in random orders. A systematic procedure was followed by the researcher for the development of achievement motivation inventory.

Scoring

In achievement motivation inventory the scale has 32 items in total were 18 items were positively worded and 14 items were negatively worded items with positive and negative items are arranged randomly in final scale. The serial numbers of items with positive wording are 3,4,5,6,11,13,14,16,17,20,23,24,26,28,29,30,31 and 32. The serial numbers of items with negative wording are 1,2,7,8,9,10,12,15,18,19,21,25 and 27. The responses to the items are marked at a five point Likert format. The points are completely agree, mostly agree, agree to some extent, mostly disagree and completely disagree. The scoring weights given to these responses were 5,4,3,2 and 1 respectively for positively worded items and 1,2,3,4 and 5 respectively for negatively worded items. This scoring schemes ensured that higher score indicate higher level of achievement motivation and lower scores indicates lower level of achievement motivation

Reliability and validity

The reliability of achievement motivation inventory has been computed using Cronbach's alpha, which was found to be 0.749. At the same time, validity for the scale is claimed on the basis of systematic methodology followed by the researcher during development and standardization of the test.

Academic Self Efficacy Scale

Academic self-efficacy scale is prepared assessing the academic self-efficacy of secondary school students. Academic self-efficacy scale was proposed by Abdul Gafoor and Ashraf Muhammed in 2006. It is based on the self-efficacy theory of Albert Bandura [1977] who placed it within the framework of social cognitive theory. The scale is based on the idea that the efficacy of the students in each of the elimination of academic work would contribute to the overall academic self-efficacy.

Scoring

Subjects have to respond to each of the statements by choosing any one of the five alternatives "exactly true, nearly true, neutral, nearly false, exactly false". The subject has to enter "X" mark on any one of the 5 alternatives, which suits his/her response best. For the positive statements five scores were provided for exactly true,4 for nearly true,3 for neutral,2 for nearly false and 1 for exactly false. Negative statements were scored in the reverse order.

Reliability and validity

The reliability and validity of academic self-efficacy scale depends on several factors including the quality of the items and the sample used to test it. Test retest coefficient of correlation=.85(N=30) split half reliability of the scale=.90(N=370) Content validity was assured through the expert judgments of the face validity and inclusion of representative items from all dimensions of the construct (learning process, reading, comprehension, memory, curricular activities, time management, teacher student relationship, peer relationship, utilization of resources, goal orientation, adjustment and examination). Concurrent validity against general self-efficacy scale (Mattheas&Ralt Schwarzer 1979) $r=.68(N=58)$

Procedure

The researcher sent that the questionnaire to the students of various institution through the Google form. Questionnaire includes two scales: Achievement motivation inventory and Academic self-efficacy scale. Achievement motivation inventory includes 32 questions and academic self-efficacy scale includes 40 questions. The details of instruction were added in the first stage of each scale and participant were asked to read instructions carefully. A concern form was also given with the scale. The data collected through indirect methods with the help of Google form. After having collected data it was tabulated very carefully for analysing data. After the scoring the result can be interpreted and briefly communicated in the comprehensive manner.

Statistical analysis done in the study

Pearson Correlation Coefficient

A coefficient of correlation is simple index represent the relation between two variables can be computed in the different ways depending on the nature of data. The standard kind of correlation coefficient of correlation and are of the most computed is Pearson product moment coefficient (Pearson). Generally, the value can vary from the value of +1, which indicates perfect positive correlation (i.e., x increases then y also increases). Although (0) indicate the complete independence or all correlation methods ever and down to -1.00 means perfect negative correlation (i.e., x increases then y decreases). If 2 variable correlate with each other

there is a reason to believe in the existence of common relationship development be interfered from this information alone. Additions criteria would be regained.

T-Test

T-Test is a statistical test that compares the means of two samples. It is used in hypothesis testing with a null hypothesis that the difference in group means is zero and an alternative hypothesis that the difference in group means is different from zero. One sample, two sample, paired, equal and unequal variance are the types of t-test use for mean comparisons. T-Test is appropriate to use when you have collected a small, random sample from some statistical population and want to compare the mean from your sample to another value.

Result

The study on achievement motivation and self-efficacy was conducted among college students who use age in between 18-23. The tools used for the study were achievement motivation and self-efficacy scales.

Table 1: Demographic factors

Demographic Data		Number	Percentage
Gender	Male	17	28%
	Female	43	72%
Age	18-23	60	100%

Table 1 shows the demographic data of the subjects (collage students) were used as population. The subject consisted 28% male and 43% females. The age was in between 18-23 years. All the subjects are under this age group.

Table 2: Correlation between achievement motivation and self-efficacy among college students

		Achievement motivation
Variable	Pearson correlation	0.253
Self-efficacy	Sig(2 tailed)	0.051
	N	60

Table 2 shows the correlation between achievement motivation and self-efficacy among college students. In reference to the table, it shows that there is no correlation between achievement motivation and self-efficacy among college students. There is no correlation between achievement motivation and self-efficacy, so the hypothesis ' there is a significant relationship between achievement motivation and self-efficacy among college students ' is rejected. The self-efficacy has no role in determining the achievement motivation of student. There is no relationship between achievement motivation and self-efficacy in any way. Achievement motivation and self-efficacy are two distinct aspects. That is zero or no correlation. A correlation of zero means there is no relationship between the two variables. In other words, as one variable move one way, the other moved in another unrelated direction. There is weak correlation between achievement motivation and self-efficacy, the study found that there was a significant zero correlation between self-efficacy and achievement motivation. Achievement motivation and self-efficacy are uncorrelated and there is no linear relation between them. However, they are Independent.

We can't find a study conducted on zero correlation between achievement motivation and self-efficacy. Different situational factors such as task difficulty; social support were influence the result of the study. In conclusion the relationship between achievement motivation and self-efficacy is complex multifaceted. Further research is needed to fully understand this relationship and the factors that influence it.

Table 3: Standard deviation, mean and t values of the achievement motivation.

Gender		N	Mean	Std deviation	t	Sig.2 tailed
	1	43	10063	11.214	1.504	.138
Achievement	2	17	9618	7.519	1.781	.082
Motivation						

Table 3 shows standard deviation, mean, and t values of achievement motivation of male and female college students. The mean and standard deviation of achievement motivation of females are 100.63 and 11.214 respectively. The mean and standard deviation of achievement motivation of males are 96.18 and 7.519 respectively. The t value of achievement motivation is 1.504 in females and 1.781 in males.

The significant 2 tailed values of achievement motivation is 0.138 in females and 0.082 in males. Here overall the achievement motivation has no much difference in male and female. Therefore, the hypothesis ‘there is a significant difference in achievement motivation in between male and female ‘is rejected.

This result shows the gender is not valid in this study. Everyone has their own level of achievement motivation. The gender has no influence on achievement motivation. In addition, there are findings in studies in this field which don't have an effect on academic motivation. According to Pala (2019) the points in all the dimensions in the academic motivation scale don't exhibit a significant difference by gender.

In general, this study is important in analysing the effect of gender on academic motivation. There are many studies conducted on this topic. This study presents an integrated conclusion to the study.

Summary

The study on “achievement motivation and self-efficacy among college students” was conducted with the following objectives

- To examine the relationship between achievement motivation and self-efficacy among college students.
- To examine how achievement motivation effect college students.
- To examine how self-efficacy effect college students.

The study was conducted among college students in Kerala, India .60 students were selected by convenient sampling. The sample include both male and female. The age of the sample ranged from (18-23). Achievement motivation scale and self-efficacy inventory were used to assess the variable.

The relationship between achievement motivation and self-efficacy is complex and multifaceted. Further research is needed to fully understand this relationship and the factor that influence it. The evidence to suggest that achievement motivation does not significantly contribute to gender differences other factors such as socialization and cultural expectations may play a larger role in explaining gender differences in achievement motivation

Conclusion

There is no significant relationship between achievement motivation and self-efficacy among college students and there are no significant differences between male and female participants on achievement motivation.

Limitations

- Data collected mostly from one university.
- The data collection was done only in small region of Kerala.
- The number of questions is high.
- Period of research was short.
- The sample size is small for data collection

Recommendation

- Set specific and challenging goals setting clear and ambitious goals can provide a sense of direction and motivation to achieve them.

- Practice self-reflection regularly reflecting on one's strength and accomplishments can help to build self-awareness and confidence.
- Surround yourself with supportive people.
- Get feedback and improve yourself.
- Use self-assessment.

Suggestions for further research

- Longitudinal research can be conducted on larger sample of students.
- Research might be expanded to different universities and district. May reduce the number of questions.

Personal reflection of the researcher

This project is fresh to me and patience was the crucial and essential factor that was needed in such a project to complete. So undertaking a research project can be a rewarding and fulfilling experience to me, but it can also be interesting and challenging too. Communication was another extremely significant factor. It was essential to communicate and discuss with mates regularly because of the group project.

Firstly we need a topic to start a project, therefore finding a topic was our first and challenging part of our project. So we group members unite and select a topic from a lot of series of topics. Then we discuss with our guides related to our topic and she directed to find the tools for the topic and also its reliability and also validity. So we work for it and search for the tools in both online and offline. We got our tool from a study in internet. Then we check the reliability and validity. So we get the finding that it is highly reliable and also valid. So we select the topic entitled "Achievement motivation and self-efficacy among college students"

As we were classmates, we know to each other and we were excited to work together, but different people with different views may not always agree with one another. All of us worked effectively and made a team work to be a good outcome, we share ideas and discuss on it and took each one's suggestions and took the best one of it. We had seek help from internet and our guide. Although there were disagreement on some aspects, finally all of us had a great work together.

Apart from these, our guide was the one who made our project easier to complete and to make it a better one. She explain each and every processes to put forward .we had lot of mistakes and she make it clear and she had played a great role as guide. So with the help of guide we complete it successfully.

Talking about our project, it was aimed to examine the achievement motivation and self-efficacy among the college students. From this we claimed that the 2 variables are not correlated each other so the hypothesis was reject .There were other studies also showing similar results. As I believe that, our project was a successful one and can be used for future purpose. We got a good output through a successful teamwork.

Overall self-reflection is a personnel experience and it is a essential part of the research processes. It allows us to learn from our experience and improve our research approach, interactions and impact. I feel that personally and I have benefited significantly from this task as it has highlighted my strength and weakness and also has prepared me on how to approach future group work.

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