

## ***Relationship among Achievement Motivation, Self Efficacy and Retention among Students of College of Education, Zuba, Nigeria***

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### **Abstract**

*This study investigated relationship among achievement motivation, self-efficacy and retention among NCE students of College of Education, Zuba, Nigeria. Correlational design was adopted in the study. The study was guided by three objectives, and three 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 and Self-efficacy Scales were used as instruments for data collection which were correlated with students' CGPA. Pearson Product Moment Correlation was used to analyse the data obtained. Findings of the study revealed that significant relationship exists between achievement motivation and retention among NCE students ( $r=.432$ ,  $p=.002$ ). Self-efficacy was also found to have significant relationship with retention ( $r=.230$ ,  $p=.014$ ); and significant relationship exists between achievement motivation and self-efficacy with ( $r=.363$ ,  $p=.000$ ). The study recommends that psychologists should give orientation to students of colleges of education on the need to enhance their achievement motivation so as to improve their level of retention.*

**Keywords:** *Achievement, motivation, self-efficacy, retention, college, students*

### **Introduction**

An important factor that leads a person to succeed is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, no matter the avenue of their life, be it personal or academic. The drive may come from an internal or external source; it is the individual that 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. Motivation provides an important foundation to complete cognitive behaviour such as planning, organization, decision-making, learning and assessments (Schunk & Zimmerman, 2013). Spence and Helmreich (2013) defined achievement motivation as task-oriented behaviour. Performances of individuals are often compared against standards or with others for assessments. Atkinson in Acquah (2017) 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 sense of achievement as a result.

Self-efficacy, according to Bandura (1996), 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 one's confidence that one can. Bandura referred to self-efficacy as the mind's self-regulatory function. It tells the individual 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 behaviour 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.

The concept of retention sometimes brings about the idea of memorization and rote learning, yet retention actually depicts mastery learning (Okafor, 2012). It is regarded as a special ability of the mind to conserve or store what has been previously experienced or acquired through teaching/learning process and then, at some later stage to enable learners to make use of its reproduction. Retention can be described as a form of reaction to what has been presented in the past. When concepts are taught, the belief of the teacher is that the concepts taught should be remembered. Retention can also be an ability to remember things, concept learnt in order to reflect on the thinking in which the use of the retained concepts can be used in creative/innovative ways of solving problems.

Akram and Ghazanfar (2014) explored 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. Awan (2011) examined academic 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.

Loyd (2012) 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) on the impact of self-efficacy and academic performance, the result showed that there is significant relationship between self-efficacy and students' academic performance. Azar (2013) investigated self-efficacy, achievement motivation and academic procrastination as predictors of academic performance, and reported that academic self-efficacy is the best predictor; and academic procrastination is inversely a significant predictor of academic performance.

### **Statement of the problem**

It is observed that retention 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 memory retention in Colleges of Education. Moreover, the researcher observes low retention among NCE students of College of Education, Zuba 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 lead to poor self-efficacy and the consequences of these factors may lead to poor memory retention.

Moreover many students of colleges of education nowadays are observed to have setback regarding their achievement motivation which is evident by their nonchalant 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 let alone patronizing library services in the colleges of education. Such students do not seem to have respect for the courses they study let alone striving hard to pursue excellence. This low achievement motivation and determination may mar students' self-efficacious belief, since the motivation to make one persists 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 retention of students. It is against this backdrop that the researcher investigated the relationship among achievement motivation, self-efficacy and retention among NCE students of College of Education, Zuba.

### **Objectives of the study**

This study is based on the following objectives:

1. To assess the relationship between achievement motivation and retention among NCE students of College of Education, Zuba.
2. To examine the relationship between self-efficacy and retention of NCE students of College of Education, Zuba.
3. To determine the relationship between achievement motivation and self-efficacy among NCE students of College of Education, Zuba.

### **Hypotheses**

This study was guided by the following hypotheses:

**Ho1:** There is no significant relationship between achievement motivation and retention among NCE students of College of Education, Zuba.

**Ho2:** There is no significant relationship between self-efficacy and retention among NCE students of College of Education, Zuba.

**Ho3:** There is no significant relationship between achievement motivation and self-efficacy among NCE students of College of Education Zuba.

### **Methodology**

This research employed correlational design. According to Mitchell and Jolley (2007), when researchers want to find out the relationship between two or more variables, then correlational design should be used. The research investigates the relationship between achievement motivation, self-efficacy and retention among NCE students of College of Education, Zuba.

The population of the study was the entire NCE II students of College of Education, Zuba. The population of the college stands at 5,707 NCE II students. The College 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. From the population of 5,707 NCE II students of the College, 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. Simple random sampling technique was employed in selecting the sample from NCE II students of the college. Kerlinger, in James (2007) explained simple random sampling as a type of sampling where every portion of a population has equal chance of being selected. Such a sample is unbiased and provides the best representative of the population.

Two main instruments were used for data collection in this study. The instruments are Achievement Motivation scale and Academic Self-Efficacy Scale which were correlated with students Cumulative Grade Point Average (CGPA). Achievement motivation scale 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), Undecided (U), 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. The academic self-efficacy scale is designed to assess student's self-efficacy, and it has eighteen items. It was developed by Bandura (1961) and is used to assess student's academic self-efficacy with a guide from the general self-efficacy scale (Sherer, Maddux, Mercandante, Prentice, Jacobs, & Rogers, 1982). The scale is structured using five (5) points Likert scale in order to measure the extent to which the respondents agree or disagree with a statement in the scale. Each of the responses is scored as thus; SA= 5, A= 4, U= 3, D= 2 and SD= 1. The items were selected and fine-tuned to suit academic purview. In order to ascertain the validity of the instrument, the researcher submitted the copies of the instrument to experts in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. Based on the observation, some modifications were made. The area of modifications include language interpretation where necessary, clarification of sentences and the likes. All the instruments were validated to determine the face and content validity, their relevance and appropriateness

in the study. Achievement motivation instrument had a reliability coefficient of .76 while the academic self-efficacy scale had a reliability coefficient of .85. The hypotheses were tested using Pearson Product Moment Correlation (PPMC).

### **Presentation of results**

**Ho1:** There is no significant relationship between achievement motivation and retention among NCE students of College of Education, Zuba.

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

**Table 1:** Correlation of achievement motivation and retention

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>r</b>	<b>P-value</b>
Achievement Motivation	66.117	6.962	.432	0.002
Retention	3.02	0.579		

Table 1 shows that significant relationship exists between achievement motivation and retention ( $r=.432$ ,  $p=0.002$ ) because the p-value of 0.002 is less than 0.05. The null hypothesis which states that there is no significant relationship between achievement motivation and retention among NCE students of College of Education, Zuba is rejected.

**Ho2:** There is no significant relationship between self-efficacy and retention among NCE students of College of Education, Zuba.

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

**Table 2:** Correlation of self-efficacy and retention

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>r</b>	<b>P-value</b>
Self-efficacy	64.76	6.77	.230	.014
Retention	66.12	6.96		

Table 2 shows that significant relationship exists between self-efficacy and retention ( $r=.230$ ,  $p=.014$ ) because the p-value of .014 is less than 0.05 level of significance. Thus, the null hypothesis which states that there is no significant relationship between self-efficacy and retention among NCE students of College of Education, Zuba is rejected.

**Ho3:** There is no significant relationship between achievement motivation and self-efficacy among NCE students of College of Education, Zuba.

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

**Table 3:** Correlation of self-efficacy and achievement motivation

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>r</b>	<b>P-value</b>
Self-efficacy	64.77	6.77	.363	.000
Achievement Motivation	66.12	6.96		

Table 3 shows that significant relationship exists between self-efficacy and achievement motivation ( $r=.363$ ,  $p=.000$ ), since  $p=.000$  is less than 0.05. Thus, the null hypothesis that there is no significant relationship between self-efficacy and achievement motivation among NCE students of College of Education, Zuba is rejected.

### **Discussion of the findings**

The finding shows that significant relationship exists between achievement motivation and retention among NCE students of College of Education, Zuba. This means the higher the level of achievement motivation among the students, the stronger their level of retention. 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 Awan (2011), who examined academic 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 retention among NCE students of College of Education, Zuba. This means the higher the level of students' self-efficacy, the better their memory retention. 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) on the impact of self-efficacy on academic performance, the result showed 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 College of Education, Zuba. This denotes that the higher one's achievement motivation is, the stronger his self-efficacy will be. This finding is supported by Azar (2013) who investigated self-efficacy, achievement motivation and academic procrastination as predictors of academic performance, and

reported that academic self-efficacy is the best predictor and academic procrastination is inversely a significant predictor of academic performance.

### **Conclusion**

From the result of this study, it is concluded that the higher the level of achievement motivation among the students, the stronger their level of retention. The higher the level of students' self-efficacy, the better their retention ability; and the higher one's achievement motivation is, the stronger his/her self-efficacy.

### **Recommendations**

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

- i. Teachers and counsellors should encourage students of colleges of education on the need to enhance their achievement motivation so as to improve their retention. 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, and motivating them to cope with the challenges of learning. This will boost their efficacious belief and enhance their memory retention in return.
- iii. Since the study established relationship 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 train them on how to enhance their achievement motivation and self-efficacious beliefs.

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