

## ***Achievement Motivation, Self-Efficacy and Academic Achievement of NCE Students of Colleges of Education in Kaduna State***

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### **Abstract**

*This study investigated the relationship among achievement motivation, self-efficacy and academic achievement of NCE students in colleges of education in Kaduna State. The study was guided by three research questions and hypotheses. Survey research design was adopted for the study. 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 based on the recommendation of Krejcie and Morgan. Achievement Motivation Scale and Self-efficacy Scale were the instruments used for data collection. Students' Pro forma was used to collect their CGPA. Mean, Standard Deviation, and Pearson Product Moment Correlation were used to test the null hypotheses that guided the study. The findings of the study reveal that there is significant relationship between achievement motivation and academic achievement among NCE students ( $r=.432, p=.002$ ). Self-efficacy was also found to have significant relationship with academic achievement ( $r=.230, p.014$ ). Furthermore, the finding revealed that significant relationship exists between self-efficacy and academic motivation ( $r=.363, p=.000$ ). The study recommended, among others, that students of colleges of education should be sensitized on the need to enhance their achievement motivation, self-efficacy irrespective of their academic background so as to improve their academic achievement.*

**Keyword:** achievement, motivation, self-efficacy, academic, achievement

### **Introduction**

Motivation, often referred to as drive, is a key element in guiding individuals towards their objectives, whether in their personal or academic lives. It embodies enthusiasm and determination, fueling the persistence needed to attain greater heights. Achievement motivation, as defined by Pinrich (1996), encompasses the drive to reach goals and the ongoing effort to maintain that drive. Achievement motivation can be described as the varying degree to which individuals possess a drive to pursue rewards like physical satisfaction, recognition from others, and a sense of personal mastery, as stated by McClelland in 1985. Those with a strong desire for achievement will engage in actions aimed at surpassing others, meeting or exceeding established standards of excellence, or

accomplishing something distinctive (Schmidt & Frieze, 1997). Every student is, to some extent, influenced by a need to achieve, but those who harbour a strong aspiration for success put in diligent effort to attain their goals (Zenzen, 2002).

On the other hand, Bandura (1966) introduced the concept of self-efficacy, which represents an individual's belief in their ability to accomplish specific tasks. Bandura views self-efficacy as the mind's self-regulatory function, guiding individuals on when to persevere and when to stop. When a student lacks confidence in the feasibility of a task, they are less likely to achieve it and more prone to giving up prematurely. Self-efficacy is how well a person will act upon at almost any challenge. A person's self-efficacy is a strong determinant of their effort, determination, strategizing as well as their following performance (Heslin & Klehe, 2006).

Bandura (1997) offered a set of guidelines for the development of self-efficacy scales. He described self-efficacy as a set of self-beliefs linked to distinct realms of functioning rather than a global trait. He took self-efficacy as a unique and different construct from similar constructs such as self-esteem, confidence, and outcome expectancies. Furthermore, he asserted that the measures of self-efficacy should measure self-efficacy only which is more precise and limited than self-confidence. Self-confidence is a universal personality quality that refers to how boldly people take actions in most situations and self-esteem is the extent to which a person evaluates himself or herself; also it is generally more enthusiastically developed than self-confidence or self-efficacy (Heslin & Klehe, 2006).

Academic achievement, indicating how well someone has met specific goals in educational settings like schools, colleges, and universities, is influenced by both personal and environmental factors, as noted by Nenty (1986). Often, individuals tend to attribute their performance to one of these factors more than the other. When internal motivation towards a significant goal is present, an individual's performance typically sees an increase. Individuals who have high perception of self-efficacy, persist more in doing homework, they are not afraid of situations, and they choose high level goals for themselves. Effort and persistence in a task that will lead to success increase individuals' confidence which in turn increases their level of motivation; and in subsequent situations, they will start new behaviours with a belief that they are able to succeed (Hekmati-Nejad, 2001).

Akram and Ghazanfar (2014) explored the relationship of achievement motivation and academic performance in terms of CGPA of the students of University of Gujrat, and found a significant positive relationship between achievement motivation and academic

formance of the students. While Awan (2011) revealed that achievement motivation and self-concept are significantly related to academic achievement, Eyo and Bassey (2018) reported a significant relationship between academic motivation and the use of library by university students.

Loyd (2012) investigated on self-efficacy and academic performances. The author found that there was significant relationship between academic self-efficacy and students' academic achievement. Similarly, Panda (2010) studied the impact of self-efficacy and academic performance. The result showed that there is significant relationship between self-efficacy and students' academic performance. On the relationship between achievement motivation and self-efficacy, Sepehiran (2013) found that self-efficacy, achievement motivation and academic procrastination are predictors of academic performance.

### **Statement of the problem**

The researcher noticed a consistent decline in academic performance among NCE students, drawing from their extensive teaching experience. This decline is likely linked to a lack of motivation to excel academically. The underlying reasons for this trend are not difficult to discern. Some students enroll in colleges of education because they were unable to meet the university's requirements for five credits and a certain cut-off score in the tertiary matriculation examination, making the college their last option. This lack of genuine interest can adversely affect their motivation to achieve and their self-efficacy. These factors could significantly impact their academic success in colleges of education.

Furthermore, the researcher has also observed consistently low academic achievement among NCE students in colleges of education in Kaduna state. Some students are coerced by their parents into attending specific academic institutions and, to some extent, are compelled to pursue courses that do not align with their interests or aptitudes. Unfortunately, teachers, who should ideally be motivating these students, often fall short in this regard due to either a lack of psychological knowledge or even a lack of enthusiasm in their teaching. These conflicting issues may contribute to a reduced level of motivation among students, which in turn, may lead to diminished self-efficacy. The consequences of these factors can ultimately result in poor academic performance.

Furthermore, a significant number of current college of education students display a noticeable decline in their motivation to excel academically. This lack of motivation is apparent in their disinterested approach to learning, such as skipping classes, failing to engage in lectures even when they do attend, and neglecting the importance of utilizing the library for research and study. These students appear to lack respect for the subjects

they are studying and show little effort in striving for excellence. This diminished drive to achieve may also undermine their self-efficacy beliefs, as the motivation to persist and succeed is often the foundation of achievement motivation. When students have minimal motivation to excel, it can negatively affect their self-efficacy, ultimately impacting their academic performance. This study aims to explore the relationship between achievement motivation, self-efficacy, and the academic achievements of NCE students in colleges of education in Kaduna state.

### **Objectives of the study**

For the purpose of this study, the following objectives were set to be achieved:

- i. To determine the relationship between achievement motivation and academic achievement among NCE students in colleges of education in Kaduna state.
- ii. To ascertain the relationship between self-efficacy and academic achievement of NCE students in colleges of education in Kaduna state.
- iii. To assess the relationship between achievement motivation and self-efficacy among NCE students in colleges of education in Kaduna State.

### **Research questions**

For the purpose of this study, the following research questions were raised:

- i. What is the relationship between achievement motivations and academic achievement of students in colleges of education in Kaduna state?
- ii. What is the relationship between self-efficacy and academic achievement among students in colleges of education in Kaduna state?
- iii. What is the relationship between achievement motivation and self-efficacy among students in colleges of education in Kaduna state?

### **Hypotheses**

This research sought to test the following hypotheses at 0.05 level of significance:

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

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

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

## **Methodology**

This research employed survey design in investigating the relationship among achievement motivation, self-efficacy and academic achievement among NCE students of colleges of education in Kaduna state. The population of the study was the entire NCE II students of both Federal College of Education, Zaria (FCEZ) and Kaduna State College of Education, Gidan Waya (KSCOE). The population of both colleges stands at 5,707 NCE II students. FCEZ has five schools and these schools include School of Art and Social Sciences, School of Languages, School of Education, School of Sciences, and School of Vocational and Technical Education with a population of 3,090 students. While, Kaduna State College of Education (KSCOE) also has five schools which are School of Art and Social Sciences, School of Languages, School of Sciences, School of Education, School of Vocational Technical Education, with a total population of 2,617 students.

From the population of 5,707 of FCE, Zaria and KSCOE, Gidan Waya, a sample of 361 students was drawn. This selection is based on the recommendation of Krejcie and Morgan (1970) which states that for a population of 5,707, a sample of 361 is the appropriate sample size. A simple random sampling technique was employed to choose a sample of NCE II students from both colleges of education in Kaduna state. Kerlinger, in James (1997), explained simple random sampling as a type of sampling, where a portion of a population has equal chance of being selected. Such a sample is unbiased and provides the best representative of the population. In addition, proportionate sampling was adopted, whereby the samples were appropriately distributed between the two colleges. This is because of the fact that the population of the two colleges varies, as such each of the college was allotted with sample based on its population.

Three instruments were used for data collection in this study. The instruments comprised of Achievement Motivation Scale by Heater (1981) and Self-Efficacy Scale (SES) by Bandura (1997). Academic Motivation Scale consists of 20 items rated on five points scale ranging from Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), Strongly Disagree (SD) which represent students' feelings such as: I have interest in my schooling, I have the desire to master school work independently, and I do find most of the lessons interesting. SES consists of 18 items rated on five points scale ranging from Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD) which represent students' feelings such as: I can remain calm when facing difficult academic tasks, When I set academic targets for myself, I am confident I can achieve them and if something looks too complicated, I will not even bother to try it.

The scoring guide for the Academic motivation scale were: low motivation: <50, moderate: 50-83 and high >83; while that of SES are: low academic self-efficacy: <45,

moderate self-efficacy: 45-75 and high self-efficacy >75. The students' CGPA was obtained from undergraduate unit of the two Colleges. The CGPA was used to measure the students' academic achievements.

To establish the validity of the instruments, three (3) research experts in the field of educational psychology and counselling in Ahmadu Bello University validated the instrument and ensured that it measured what it was meant to measure. To ascertain the reliability of the instrument, pilot study was carried out at Saadatu Rimi College of Education, Kumbotso Kano. A total of 30 respondents were used; they were not among the respondents or schools that would be used for the final study, but shared similar characteristics in all aspects. The Cronbach alpha reliability coefficient was used. The combined reliability coefficient was 0.875, achievement motivation has the reliability of .85 and that of Self Efficacy was .90. These reliability coefficients were considered high enough for the instruments to be considered reliable.

The researcher made use of a number of statistical tools to analyze the data obtained. Descriptive statistics of mean and standard deviation were used to answer research questions. To test all the hypotheses, Pearson Product Moment Correlation (PPMC) was used. All hypotheses were tested at 0.05 alpha level of significance.

## Presentation of results

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

**Table 1:** Pearson Correlation on relationship between achievement motivation and academic achievement

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

Table 1 shows that significant relationship exists between achievement motivation and academic achievement ( $r=.432$ ,  $p=0.002$ ). Because the p-value of 0.002 is less than 0.05, the hypothesis that states that there is no significant relationship between achievement motivation and academic performance among NCE students in colleges of education in Kaduna State is therefore rejected.

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

**Table 2:** Pearson Correlation on relationship between self-efficacy and academic achievement

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>r</b>	<b>P-value</b>
Self-efficacy	64.765	6.770	.230	.014
Academic Achievement	3.02	0.579		

Table 2 shows that significant relationship exists between self-efficacy and academic achievement ( $r=.230$ ,  $p=.014$ ). The p-value of .014 is less than 0.05. Thus, the null hypothesis that states that there is no significant relationship between self-efficacy and academic achievement among NCE students in colleges of education in Kaduna State is therefore rejected.

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

**Table 3:** Pearson Correlation on relationship between self-efficacy and achievement motivation

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

Table 3 shows that significant relationship exists between self-efficacy and academic motivation ( $r=.363$ ,  $p=.000$ ), since  $p=.000$  is less than 0.05. Thus, the null hypotheses that states that there is no significant relationship between self-efficacy and achievement motivation among NCE students in Kaduna State is therefore rejected.

### **Discussion of the findings**

The finding shows that there is significant relationship between achievement motivation and academic achievement among NCE students in colleges of education in Kaduna State. This connotes that the stronger the level of achievement motivation among the students, the higher their academic achievements. This finding corroborates the study conducted by Akram and Ghazanfar (2014) who explored the relationship of achievement motivation and 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 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 with a p-value of 0.000.

Another finding of this study indicated that there is significant relationship between self-efficacy and academic achievement among NCE students in colleges of education in Kaduna State. This means that the higher the level of students' self-efficacy, the better their academic achievement. This finding corroborates a study conducted by Loyd (2012) who investigated self-efficacy and academic performances. The result showed that there was significant relationship between academic self-efficacy and students' academic achievement ( $r = .761$ ;  $p < 0.05$ ). In another study, Panda (2010) studied the impact of self-efficacy and academic performance. The result showed that there was significant relationship between self-efficacy and students' academic performance ( $r = 0.432$ ,  $p = 0.000$ ).

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

### **Conclusion**

Based on the findings of the study, it was concluded that there is significant relationship between achievement motivation, self-efficacy and academic achievement among NCE students in colleges of education in Kaduna state. It is also concluded that there is significant relationship between achievement motivation and self-efficacy among NCE students in colleges of education in Kaduna State.

### **Recommendations**

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

- i. Students of colleges of education should be sensitized on the need to enhance their achievement motivation so as to improve their academic achievement.
- ii. Students of colleges of education should be made aware of the task of devotion to learning by engaging them in series of academic activities, motivating them that they can cope with the challenges of learning. This will boost their efficacious belief and enhance their performance in return.
- iii. Lecturers in colleges of education should emphasize on improving students achievement motivation at all levels so as to make it possible for students to have high self-efficacy.



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### **Acknowledgement**

The research work was supported by Tertiary Education Trust Fund (TETFUND), Federal Republic of Nigeria. It was financially supported by IBR TETFund Research Project (Batch-10 2024).