Impact of Student's Achievement Motivation and Self-efficacy in Education and Workplace

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Abstract:

No achievement is possible without motivation. Whether motivation comes from outside or from within, motivation must be there. Achievement motivation and self-efficacy is based on reaching success and achieving all of our aspirations in life, and both are of utmost importance in the field of education. This article investigates the emerging effect of student's achievement motivation and self-efficacy in education. This paper is purely qualitative and descriptive in nature. This study found that achievement motivation and self-efficacy contribute to both student's academic achievement and psychological well-being. We can see the overall development of a person through the interrelationship of both (Achievement Motivation and Self-efficacy), and apparently we find that there is a positive relationship between the two. This paper emphasizes the theoretical rather than the practical aspects of these two issues. For example, people with low self-efficacy think that all tasks are more difficult than they actually are, whereas people with high self-efficacy find any task much easier. From this study, it is hoped that various educational institutions can provide more achievement motivational programs to increase the psychological well-being and academic achievement of all kinds of students, especially rural students, and we should also think about how to increase its level. We need to think about skills among students, and how to pave the way for their future success.

Keywords: Academic Achievement, Achievement Motivation, Psychological Well-being, Self-efficacy.

Introduction:

Proper and good education is very important for all of us. It facilitates quality learning all through the life among people of any age group, cast, creed, religion and region. It is the process of achieving knowledge, values, skills, beliefs, and moral habits. People need to get high level awareness about the importance of knowledge more than before. Education is very necessary for each and every one in order to improve knowledge, way of living as well as social and economic status throughout the life. The term achievement motivation may be defined by independently considering the words achievement and motivation. Achievement refers to competence (a condition or quality of effectiveness, ability, sufficiency, or success). Motivation refers to the energization (instigation) and direction (aim) of behavior. Thus, achievement motivation may be defined as the energization and direction of competence-relevant behavior or why and how people strive toward competence (success) and away from incompetence (failure). We know that so many motivation theories are there in the field of education, and of the various motivation theories, McClelland's theory is very popular, this theory states that every person has one of three main driving motivators: the needs for achievement, needs for affiliation, and need for power. These motivators are not inherent; we develop them through our culture and life experiences. Achievers like to solve problems and achieve goals.

Fig. 1: McClelland's Motivation Theory

Another factor in this paper is Self-Efficacy; self-efficacy is a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations. Self-efficacy is the process of reflecting confidence in one's ability to exert control over one's motivation, behaviour, and social environment. We know that Bandura's self-efficacy theory is very popular; Details are discussed through the image below. Bandura (1997) proposed four sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states.
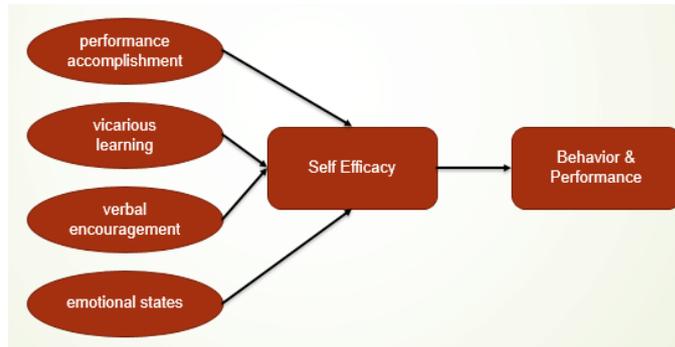
Fig. 2: Bandura's Self-efficacy Theory

This theory states that the above factors are the sources of self-efficacy and the combined result of all the sources is human behavior and performance. So, it is very important that the sources are reliable and valid. It improves the behavior of the person. After all, the success of a person, especially a student, depends on the combined result of both (Achievement Motivation and Self-efficacy).

Objectives: The main objectives are in the following
  ➤ To understand the combined effect of Achievement Motivation and Self-efficacy in education and workplace.

Methodology:
This article investigates the emergent effect of student's achievement motivation and self-efficacy in education. This has been described through systematic reviews and meta-analyses etc. which expand our knowledge base. This topic is a descriptive and qualitative study context. All the data has been collected from various sources, i.e. Journals, reports, Print Media, and various other Govt. websites and also various committee/commission reports.

Discussion:
To understand the combined effect of Achievement Motivation and Self-efficacy in education and Workplace

If we look at the impact of Achievement Motivation and Self-efficacy on the education of students then the relationship between them proves that. We know that there is a kind of relationship between the two. High self-efficacy leads individuals to believe in their ability for successfully performing a specific task, while low self-efficacy results in a belief that they will fail at that task. Where the relationship between the two is good, the chances of success are high. Bandura, an American psychologist, first proposed the concept of "self-efficacy" in 1977. When an individual believes that he has the ability to complete a certain activity, he will have a high degree of "self-efficacy" and strive to complete this activity. Self-efficacy is usually regarded as a concrete expression of an individual's self-confidence in a certain activity. It is a concept in a specific domain, that is, a person has a high degree of self-confidence in one aspect, but not necessarily in other aspects.

The achievement motivation theory proposed by McClelland believes that achievement motivation refers to the self-driving force formed by outstanding individuals in the competition of survival of the fittest. It is the motivation for individuals to hope to engage in activities that are important and challenging to them, to achieve excellent performance and good results in the activities, and to catch up with and surpass others. McClelland believes that those with high achievement motivation are more eager to succeed and more likely to succeed than those with low achievement motivation. Bandura's self-efficacy theory of achievement motivation suggests that an individual's perception of competence (self-efficacy) determines the strength of his or her behavioral motivation in an achievement situation. Individuals with strong self-efficacy are more motivated to solve problems in the face of adversity. Overcoming all kinds of difficulties also reflects that they have high performance, thus succeeding in maintaining a high level of achievement motivation. Students with this motivation factor can work hard in difficult environment, overcome all kinds of difficulties and obstacles in learning and achieve excellent results. They do not have the mentality of losing. They always carry a positive approach. Generally we can say that Achievement Motivation and Self-efficacy are complement each other, the absence of one in the student cannot fill the place of the other. The combined efforts of both teach success. The effects of both on various aspects of education are discussed below. For example-

Effects on Teaching & Learning:
We know that Motivation and self-efficacy are particularly important as influencing factors in learning. Learning or learning contexts actually seem to be - best if tests are based on what students like to learn or read. But students don't like exams on what they don't like to study. That is, everything but we do not like to read. Even at work we don't like to do all the work. Now the question is why is this? So is there a driving force behind it, or is learning being influenced by someone? Psychologists say that motivation and self-efficacy is the driving force behind all human behavior. A special case in this context is that we all know the name of Lens Armstrong. In 1966, when he was an established cyclist, he was diagnosed with a special form of cancer with less than a 50% chance of recovery, but he recovered and began preparing to win one of the world's cycling races. After that he won

the bicycle race six times in a row. Now we all know about Yuvraj Singh. How is this possible? This situation is possible only because of the combined effect of Motivation and Self-efficacy behind a person. On the other hand, if we see a student working harder than others to get good marks in the exam. The needs for success are the message of Achievement Motivation (n'Ach). Everyone has this motivation more or less. Those high in this type of motivation place great importance on completing difficult tasks or improving the quality of work. McClelland expressed this motivation in mathematical form-

$$\text{n Ach.} = T_s - T_{af}$$

Here n Ach.= Achievement Motivation

T_s= Tendency to approach achievement goal

T_{af}= Tendency to avoid failure

That is, a person who has a high tendency to move towards the goal and a low tendency to avoid failure has a high tendency to succeed.

Better Academic Performance: A person who has more of this motivation tries hard to get success in life. A student with this type of personality can and does work hard to do well in exams. They prefer relatively difficult and challenging tasks. They also evaluate their work. They often do not expect results as they work, that is, they work with future plans in mind.

We observe the same thing in teaching where this kind of motivation is important to guide how a teacher will teach in the classroom, how to present the subject easily to the students, motivate them etc.

Better Future Performance: In the perspectives of future performance on self-efficacy, it is a person's belief in his own abilities and the extent to which he can control various aspects of his own life. We realize its impact on success in life. This self-efficacy increases students' level of effort toward the task, and this achievement motivation keeps the student on task until the task is completed, as a result learning is accelerated. When students see their learning progress, their confidence builds and help maintain motivation.

Psychological Well-being: The phrase "psychological well-being" is used to describe an individual's emotional health and overall functioning. Health and Well–Being describes psychological well-being as "the combination of feeling good and functioning effectively." Both Achievement Motivation and Self-efficacy influence this well-being.

Confidence Building: Confidence is an important and valued trait. A lack of confidence can be difficult, but there are ways to improve it. This trend continues to increase under the influence of both.

So all these are the major effects of students Achievement Motivation and Self-efficacy in their field of education.

Use of Achievement Motivation and Self-efficacy in the workplace

Understanding achievement motivation helps us succeed in our careers. The following steps can be followed to use achievement motivation for success at work.

Set Goals:

In addition to student learning, setting goals at work and engaging in those goal-oriented behaviors lead to success at work. A positive attitude towards work strengthens their work attitude. Highly achievement-motivated people excel in their working field and achieve more success.

Get Feedback and Improve:

High-achieving students improve their performance when they receive extensive feedback from their superiors. Positive feedback elevates the individual from the challenge level to the solution level.

Working together is imperative to get this feedback regularly. Sometimes even organizing a discussion or workshop together can improve their work. From these meetings, the superiors should take care to increase the tendency towards challenging tasks.

To develop self-confidence:

Setting realistic goals for the individual. Self-confidence can be boosted by practicing positive self-talk, making time for hobbies, trying new things to find out what interests the person, practicing favourite activities, etc. They can even talk to a counsellor or mental health professional to learn self-management strategies that can help them to build confidence and self-esteem.

Shift from Hard work to Smart work:

Changing oneself with time is a must these days. If one does not change oneself with time one falls behind. Nowadays, instead of hard work, you have to use your time and work with better intelligence. Get yourself moving with a plan for the day, week, and month. To be successful, you need to work according to a specific plan, and each day's work must be completed on the same day.

Above all one must identify one's core values, reflecting what is important to the individual. Pay attention to what kind of work and activities motivate the person. Do you feel satisfied when you complete a task? Or are you doing the minimum? Are you looking for an opportunity to showcase your skills or talents? If a person recognizes his core values, he will find his driving force.

To succeed in this era of knowledge-driven, data-driven, and technology-centered societies, people must rediscover their internal locus of control. Self-efficacy approaches and methods are being used by psychologists, business owners, and leaders in all spheres of society to understand and inspire people to achieve.

- **Decisions about actions**
  When people have high self-efficacy, they tend to undertake tasks while they avoid low self-efficacy. Overestimation of task completion ability occurs when self-efficacy is much higher than actual ability. However, growth and skill development are discouraged when self-efficacy is much lower than actual ability. Studies indicate that when self-efficacy is marginally higher than ability, people are most motivated to take on difficult tasks and acquire experience. Dimensions such as magnitude, strength, and generality comprise self-efficacy, which explains an individual's belief about their ability to perform a given task.
- **Inspiration**
  Both positive and negative effects on motivation can be attributed to high self-efficacy. Generally speaking, those who have high self-efficacy are more likely than those who have low self-efficacy to put forth effort to finish a task and to stick with it longer. The more active the efforts, the stronger the expectations for mastery or self-efficacy.
- **Work output**
  Because self-efficacy theory is pertinent in the workplace, management scholars and practitioners have embraced it. In general, there is a strong and positive correlation between self-efficacy and output at work. However, the degree of the relationship is tempered by the environmental context and task complexity. The relationship between work output and self-efficacy is not as strong for more difficult tasks as it is for simpler work-related tasks.
- **Patterns of thinking and reactions**
  Self-efficacy influences responses and thought processes in many ways. Such as-
  - People with low self-efficacy may think tasks are more difficult than they are, and those with high self-efficacy may think tasks are simpler. This frequently leads to ineffective task planning and elevated levels of stress.
  - When people are performing a task lacking confidence in their abilities, they become erratic and unpredictable.
  - When choosing the best plan for a task, people with high self-efficacy often look at it from a wider perspective.
  - When someone has low self-efficacy, they will blame inadequacy, while someone with high self-efficacy will blame outside forces. For instance, a person with high self-efficacy in mathematics could blame illness, insufficient preparation, or a harder-than-usual test for their low performance. A person with low self-efficacy will blame their lack of mathematical skill for the outcome.
- **Decisions of Mental wellbeing**
  Self-efficacy has been measured in many studies on the adoption of health practices to evaluate its capacity to start a behavior change. People who have higher levels of self-efficacy are more confident in their abilities and are therefore more inclined to adopt healthy habits. Increased adoption of health-promoting practices benefits patients' health in ways like better quality of life.

Self-efficacy has evolved into the central tenet of the twentieth-century progressive movement. It is the positive self-belief in our ability or chances of completing a task and achieving a desired result, according to Akhtar. It has given rise to the idea that obstacles and setbacks don't mean you're defeated; rather, they're just stepping stones to bigger things.

The efficacy application movement is essential to the people's empowerment movement. Sports, education, and health psychology are among the fields that favor using efficacious approaches. People who are obese, for instance, are encouraged to lose weight by suggesting they can achieve the desired results.

Application and Impacts of Self-efficacy

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Conclusion:
A theoretical review of various subjects and studies found that there is a significant positive relationship between general self-efficacy and achievement motivation. The stronger the general self-efficacy, the greater the motivation to achieve. Conversely, the higher the achievement motivation, the stronger the general self-efficacy. In general, there is a definite relationship between achievement motivation and general self-efficacy, but the mechanism of how achievement motivation affects general self-efficacy is still unclear, but this paper provides a hint of the effect of both. Therefore, this study further explores the mediating and moderating mechanisms in the effect process.

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