

The Relationship between Development of Self-Efficacy Based on Intrinsic Motivation

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ABSTRACT

The present study aims to examine the relationship between the academic self-efficacy with academic achievement based on the motivation of study was carried out. Methods the present study was descriptive and correlation. The statistical community secondary school students formed the city of Isfahan that the number was over 57000 people, using the method of stratified random sampling proportional to size of the education area between the city of Isfahan for six, three were selected to the area of the accident. Sample size 381 people, respectively. Research tools including the academic motivation questionnaire (valrandet al, 1992) questionnaire of the researcher academic self-efficacy of students respectively. For the statistical analysis of test data and the structural equations Pearson using 19spss software was used. The findings of the study revealed that between the academic self-efficacy and motivation or the progress of the relationship between positive and there is a significant mediator role between the academic self-efficacy and motivation of study and advance played. Additionally, academic self-efficacy is the best and only Predictor has been progress.

KEYWORDS: Motivation, Self-efficacy, Academic Achievement, Academic Secondary school.

1. INTRODUCTION

The institution of education is one of the first institutions that in all known societies throughout history, there have been and there will be in the future as well. Although the structure of the technological progress of training institutions in the shade, may change over time but it works as well as transfer of culture, knowledge, skills and techniques to the next generation[1].

Of course the obvious functions in the training functions could not be summarized and covert functions, such as the increase or decrease are self-confidence. Be aware of the real-life path, thereby increasing confidence, strengthening self-efficacy and results in victory and defeat are all fighting[2].

What is important in science education, trying to understand the concepts and the rules governing events, through the analysis of your individual event space feel your experience and be able to understand the topic as much as possible and to achieve meaningful learning, because it is meaningful is useful and learning applicable. Something that could be useful in the development of individual character and individual in social and emotional problems, he's been effective assist [3]. Engaging and student interaction, is one of the keys to learning with tools, the second key is that information and knowledge must be supplied to the structure and format of the student, that he may be tangible [4].

Academic achievement, resulting in schools, universities and other educational centers is an important indication that the objectives of the business[3]. Academic achievement can be a collection of information or a general or specific skill acquired in the course topics that are usually tested and signs or both can be measured [5].

So did a comprehensive study in the field of educational advancement of the non-necessity of clear and accessible on the same basis of assessment as well as the concept of variables affecting the relationship between motivation is important to academic self-efficacy and academic achievement, education has always been of interest to sociologists, educative, social and personality psychology has been [4]. Research done in this field, have obvious between the above factors and there is a direct relationship to academic achievement.

Moreover, in the research clearly specified that the three factors mentioned accept change; that is, by creating positive change in direction can be causes of high academic achievement in students will be provided. Coping strategies are directly selected; motivation, perseverance, mental patterns and vulnerability affect stress gives [6].

Bandora in addition to the aforementioned functions believes, coping strategies, can expectations, ambitions will also affect.

Therefore, people with high self-efficacy usually positive and successful results and those with low performance and low coping strategies negative results to load situation [7].

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Of course, should bear in mind that your high-performance, to increase the level of self-efficacy and coping strategies do not lead to the interpretation depends on the success of individuals. The success of successful patterns of frequent, wishing to work, social support, positive feedback and constructive, business conditions and the physiological and psychological moods that affects and coping strategies, as the causes of the coping strategies have been considered. Self-efficacy is the desire to have their own individual worthy of basic life challenges we face [8].

So the efficacy of two-component is the first component consists of self-efficacy, and evaluation; his abilities, which is simply the ability to confide to ponder, learn to, pick out the right decision and the second component is your self esteem and respect and trust to achieve the goals, success, friendship, respect, love and the successful conduct of the person's dignity [9]Self-efficacy belief to psychologists for human growth and development of healthy and balanced is essential.

The researchers showed that in their studies, students have to study because of the unprecedented four motivational lift fitted in these reasons that schools are as follows:

1. Believe not having the ability to lift themselves for the reading lessons or non-academic self-efficacy.
2. A value knowing assignments and lessons in the school of singing.
3. The amount of the directed efforts to be successful in the field of study they are fitted to.
4. Undesirable properties that distinguish the school activities and assignments are for (a large, comprehensive [4, 10].

As well as research results researchers has shown that self-efficacy is influenced by academic motivation through the Center person of being in top form Academic motivation and stimulation in the cause for diminished, reduced the motivation of students in the environment of information [11].

In the research on 300 high school students has shown that students who believe do not have any kind of physical and mental problems and has the ability to be successful in school, understand, due to the characteristics of its lessons, and assignments to do assignments and activities of not accepting scholarships.

As a result of having an academic, motivational, behavioral problems and more fitted than their show-up [4]Neglect towards the students ' problems surely will cause the density and eating problems with each other and to the various educational and emotional turmoil for them will be Such neglect that causes a waste of human resources on the one hand and on the other hand makes the staffing decline[12].Unfortunately, one of the common problems of the educational system in many countries, low levels of motivation to learn in school that fall between the annual long-term scientific, economic and cultural losses the Government found out and a lot of families and the educational system of countries faced with academic drop makes. On the basis of the original researcher answer to this question is the relationship of academic self-efficacy with the academic achievement of high school students in the city of Isfahan is the academic motivation and how can the role have mediator.

2.RESEARCH METHODOLOGY

The present research methods, descriptive and correlation has been. The statistical community in this study includes all secondary school students of Isfahan school year 2013-2014 totaling the number of people who were using 57004 method of random sampling a classification commensurate with the size of the area between the six education, Isfahan, were selected to three crash areas. After determining the variance of community and confidence, the sample size was calculated by using the formula of the Cochran and sample size 381 people were identified.

3.Findings of Research

Between academic motivation and self-efficacy is relationship with academic achievement.

The results of the first hypothesis:

Average, standard deviation and correlation research between internal variables to come (table 1).

Table 1: SD and internal correlation between research variables

Research variables	Mean	SD	Academic self-efficacy	Academic motivation
Academic self-efficacy	48.11	9.06	-	-
Academic motivation	146.47	18.72	0.394 0.001	-
Academic achievement	16.21	2.72	0.294 0.001	0.105 0.045

The findings (table 1) show that correlation coefficient between academic motivation and academic achievement is significant. I.e. between the academic self-efficacy and motivation with academic achievement ($r = 0.105$), ($r = 0.294$) there is a significant relationship. Based on the coefficient of determination (r^2)8/6% of the variance in academic motivation and group and education with academic achievement join Auto has been shared.

Second Hypothesis:

The motivation and academic self-efficacy can predict the progress.

The results of the second hypothesis:

Table 2: multiple correlation coefficient for academic motivation and Academic self-efficacy with the progress

Variable	Multiple correlation coefficient	Squared multiple correlation	F	t	Significant level
Academic self-efficacy	0.286	0.082	31.526	5.615	0.001

So the findings (table 2) show the regression between the studied variables best predictor in the progress of the students in your school the first step has been effective. Based on this first step in the academic self-efficacy coefficient of variance percentage improvements of service students can explain. Viewed at the level of F has been so significant $p < 0.01$ regression statistical community is extensible. The findings suggest that it is the beta coefficient for a unit increase in academic self-efficacy of students progress, increase the unit 0.286. The first question the research equation predicts the following is available:

The progress of the students = (12.136) fixed coefficient + academic self-efficacy (0.085)

In the next step the proposed structural and theoretical pattern of initial template making structural equation were evaluated. The result of this study is as follows:

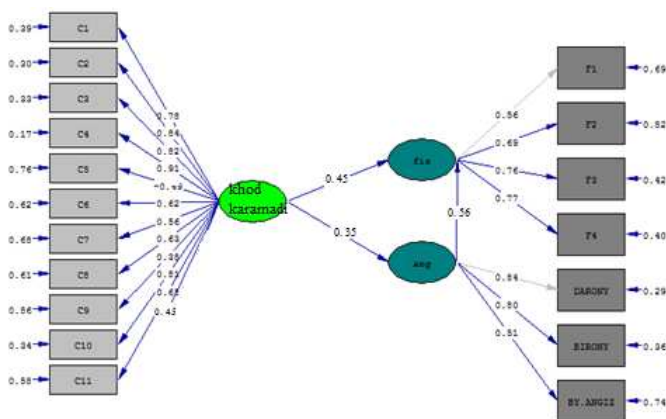


Fig 2. The final pattern is based on the presentation of research results

Table 3: coefficients and the variance have been articulating any of the variables measured in the final revised pattern.

Final model routes	b	SE	β	R2
Self-efficacy with academic achievement	0.031	0.045	0.46	0.212
The motivation with academic achievement	0.042	0.071	0.41	0.168
The motivation with self-efficacy	0.036	0.036	0.38	0.144

Before explaining about the table (Figure 2) is required to issue the numbers arrow in the figure 2 the standard beta coefficients of each of the variables you want. So what (table 3) and can be seen (Figure 2) the academic self-efficacy 14.4 percentage of the variance of the academic achievement has been clarified. In the next stage of educational motivation alone is 16.8% of the variance of the academic achievement has been clarified. The amount of Chi to final measurement pattern (Figure 2) is equal to 546/84 and non-significant ($p < 0.001$), is the ratio of the two degrees of freedom equal to the XI 1.47, fitted to correctly index the index

correctly fitted, at 0.99 and adjustment was equal, the index is equal to the norm 0.99 and fitting, fitted with 0.998 and against the index Adaptive approximation root mean square error equal to was 0.035. All these indicators are appropriate and favorable conditions in the final measurement pattern (Figure 2) are supported.

4.DISCUSSION AND CONCLUSION

The results indicated in table (1) indicates the correlation between academic achievement and motivation is variables. The school is one of the essentials of learning motivation into account and factor that enhances the intensity and behavior in order to maintain its continuity and helps learner, she gives energy and forwards her activities. In explaining this assumption can be such a saying in an important motivation for students learning issue is located, some of the experts the first motivating instructors and teachers can he/she know. Despite being evoked the possibility that the learners is that they do not show adequate effort for finding dominance. Unfortunately it can be said even the best training programs for organizing in the absence of "motivation" to students will result. The results table (2) showed between two academic self-efficacies and motivation of the variable is the best predictor of academic self-efficacy, has been the progress. The results of the structural equation modeling patterns, pattern-based predictions of the proposed research (Figure 2) on the role of mediator between academic motivation and self-efficacy as the progress made. The results showed that between academic motivation and academic self-efficacy and progress and academic achievement, there was a significant positive correlation.

So it can be said, having a positive self-efficacy of students repeated the success of their lessons will be accompanied. This success, the causes of positive feedback and constructive environment to provide lift, and this in turn led to the formation of a sense of comfort in students to be fitted.

It's interesting that these students who enjoy the positive self-efficacy, positive and optimistic point of view, than to have the school of continuing education, and feel the satisfaction and complacency can lift, in resolving issues regarding foot and more pressure and are trying to fix things in different ways and have less fear of academic failure.

This is an important cause of school do not have the correct attitude towards the motivations and not insist on resolving issues and ultimately the defeat of the more academic beware. The ideas of such a look at the causes of failure of more scholarships are provided builds fitted. So, with an increase in successful experiences and strengthen positive self-efficacy of students can be fitted to provide high academic performance.

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