Motivation, Self-Efficacy and Academic Achievement among A'level students of

Tropical High School in Makindye division, Kampala.
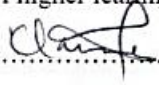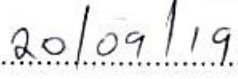
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A research dissertation submitted to the school of psychology for the partial fulfillment of a

bachelor's degree in industrial and Organizational Psychology of Makerere University

August 2019

Declaration

I declarethat this research this research proposal titled "Motivation, Self-efficacy and academic achievement" at Tropical High school is my original work and has never bee4n submitted to any institution of higher learning or related award.

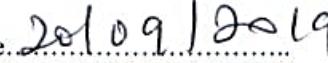Signature.......................   Date...20/09/19....

Waita Claire

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Approval

I certify that this proposal titled "Motivation, Self efficacy and academic achievement at Tropical High school" has been under my supervision and now can be submitted for review

Signature.....~~Roj.M~~............   Date...20/09/2019

Dr.Wandera Roberts Otyola

University supervisor

Dedication

I dedicate this entire work to my parents in appreciation for the great work they have done towards

the contribution to my education, may the almighty God bless you not also forgetting my siblings

Acknowledgement

I acknowledge the Lord for his knowledge, wisdom, grace and care throughout the time of research. My heartfelt gratitude goes to my parents for their unconditional support and encouragement during all my education life and during my research. I appreciate and acknowledge supervisor, Dr.Wandera Roberts Otyola, for the time, support and exposure that was given to me during the internship exercise I really learnt a lot I would also like to greatly acknowledge my friends among others for their support and encouragement. May the Almighty God bless the hands which provided the mouth that instructed and the brain which reasoned to put the study in the form it is in now.

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Abstract

This research was conducted to investigate the relationship between motivation, self efficacy and academic achievement.The study was carried out in conveniently secondary school in the central region specifically Makindye division in Uganda as it is populated in this context. This research was carried out during the second term (June to august) when a level students reported back to their school for termly studies.Many teachers today are seen to concentrate on notes giving ignoring the facts that for motivation to take place to take place, one has to understand the concept taught and be able to apply it. In the study the relationship among motivation, self-efficacy and academic achievement was examined, teacher's use of motivation approaches like discussions, research and many others were examined to establish the relationship among the study variables.The data was collected using likert scale questionnaires to extract information. The findings revealed that active motivation and self-efficacy are not significantly related, self-efficacy and academic achievement was seen to have a positive relationship therefore ther significantly related and motivation and academic achievement are also significantly related. It was therefore concluded that the best approach to better alevel student's performance is to improve their motivation levels through discussions, research, group work which indicated that it was engaging and of benefit to them. The findings further revealed that when students understand what they are taught in class they perform well which is healthy for their academic life.

Chapter one

Introduction

Background

Self-efficacy generally refers to the trust an individual has towards himself to produce certain tasks or responsibilities properly and effectively (Bandura, 1977; Lee &Mendlinger, 2011). Self-efficacy is an evaluation of the ability to perform a certain behavior in certain circumstances (Pajares, 1994). Academic self-efficacy refers to students' assessment towards their own ability to organize and implement learning behavior to achieve the chosen level of academic achievement; for example, to pass the exam (Bandura, 1986, 1997). Yusuf (2011), on the other hand, argues that academic self-efficacy makes students to always think about the most effective ways to accomplish each task. It refers to the level of confidence and self-belief of a student to complete a task and to produce something at its best according to their respective capabilities. Self-efficacy is also a crucial aspect in achieving an outstanding achievement in all fields explored by students; including academic.

Many studies have proved that self-efficacy or optimism (self-confidence) can give a positive impact in many aspects including students' academic achievement (Bresslere, Bressler, &Bressler, 2014; Kluemper, Little, &DeGroot, 2015; Mahyuddin, Elias, Loh, Muhamad, Nordin, & Abdullah, 2015; Siddique, LaSalle-Ricci, Arnkoff, & Diaz, 2016). High self-efficacy will cause teenagers to always have good behavior and will not show any problematic personality.

Students' career is a byproduct of many factors. One of the most important variables is students' self-efficacy. Social cognitive psychologists emphasized on the concept of one's believe in performing a task. It is operationally defined as one's believe to perform a given task and is able to achieve the goal (Bandura, 2014).

Persons with high self-efficacy are able to plan effectively and successfully in completion of a task (Bandura, 2014). Such persons believe about their capacities and confidently apply them in such a way thatthey achieve goals even highly completed tasks. In contrast a person who avoids complicated tasks, unable to plan to achieve goals, and believe in his/her capacities to attain the goals are persons with low self-efficacy. High self-efficacy are those who understands their capacities and successfully plan their activities while persons with low self-efficacy unable to perform their assignment (Bandura, 2014).

Social cognitive psychologists highlighted the effects of self-efficacy on students' learning and achievement of academic goals. Students with high self-efficacy are confident to understand a lesson, to solve educational problems, and to select most difficult courses (Zimmerman et.al, 2016). The Bandura (2016) found that students with high self-efficacy able to complete a complex task. They believe that they can understand

A key aspect in education is a student's academic performance. Academic performance is important to institutions of higher education, and efforts are made to ensure student success. Improvement in academic performance implies lower dropout rates and increased graduation rates (Alexander, 2000). The university funding is also associated with and dependent on academic performance (Brinkworth, McCann, Matthews, & Nordstrom, 2014). Accreditation agencies also expect of universities to increase their academic performance to be able to continue presenting the qualifications offered at their institutions. In addition, universities need to maintain high standards of academic performance as they compete with domestic and international universities to retain current students, attract prospective students and ensure that potential employers hire their graduates (Nonis& Wright, 2015).

It is also known that academic performance affects persistence and attrition rates at university. Many factors affect academic performance, and these factors include (but are not limited to) academic motivation (Prospero &Vohra-Gupta, 2015), self-efficacy (Choi, 2005; Pajares&Schunk, 2014), and financial and socio-economic status. The available body of research highlights the value of internal resources (self-efficacy and motivation) as key factors to the success of university students (Prospero &Vohra-Gupta, 2007; Choi, 2005; Pajares&Schunk, 2001).

In this study, the constructs self-efficacy and motivation were conceptualized using various theoretical perspectives. For self-efficacy, Bandura's (2013) social cognitive theory was used. Deci and Ryan's (2012) self-determination theory and Wigfield & Eccles's (2013) expectancy value theory were utilized to conceptualize motivation.

Self-efficacy can be defined as individuals' beliefs in their own ability to achieve or succeed in a particular goal or task (Bandura, 1986). Self-efficacy can be explained using the social cognitive theory (Bandura, 1986; Watson, McSorley, Foxcroft, & Watson, 2014). According to the social cognitive theory, when people are confident about their ability to achieve a specific goal, every effort is made to ensure realization of that particular goal. According to Bandura (2015), individuals engage in meaningful or symbolic thinking processes that enable them to predict possible outcomes of their behavior. As said by Bandura (2015), observing an individual successfully completing a task and getting rewarded encourages one to also copy the same behaviour (Watson et al., 2014). The degree of self-efficacy determines people's willingness to approach a task; thus, the extent of self-efficacy influences persistence and level of performance (DeWitz& Walsh, 2042).

Motivation can be defined as a process in an individual that has the potential to give the person the drive to initiate and follow through the desired choice and action (Mackay, 2012). The self-determination theory (Deci& Ryan, 2014) and the expectancy value theory (Wigfield&Eccles, 1992) are used frequently in explaining the dynamics of motivation and how motivation guides choice, persistence and performance during completion of a task(s) (Vansteenkiste, Lens, &Deci, 2016). The main assumption of the self-determination theory is that motivation is the underlying factor in predicting learning behaviour (Vansteenkiste et al., 2013).

The expectancy value theory further explains that an individual's behaviour is influenced mainly by the beliefs he or she holds towards how well he or she will be able to perform a task. Previous performance levels (poor or successful attempts) inform the belief system of ability and, inevitably, the choice to participate in a particular task or to avoid the task. When people see value in performing a certain task, they will perform the task to the best of their abilities (Wigfield&Eccles, 2015).

The higher education student has become more diverse, specifically with regard to students who are the first ones in their families to attend university (Vuong, Brown-Welty, &Tracz, 2010). Billson and Terry (2013), as well as Vuong et al. (2010), describe first-generation students as university students who do not have at least one parent who has obtained a bachelor's or higher degree. First-generation students encounter distinct barriers at higher education institutions, such as gaining access to higher education, remaining enrolled and attaining a degree in comparison with non-first-generation students (Horn & Nunez, 2000). In addition to research studies being conducted on first-generation students, gender differences in terms of academic performance have also been at the forefront. Contradictory studies in support of either gender warrant further research studies so that a clear distinction can be made about the moderating effect of gender.

Statement of the Problem

Among the factors that affect motivation is the concept of self-efficacy. Self-efficacy refers to an individual's beliefs about their ability to execute a particular performance (Madd). Depending on how a student feels they are able to perform, the level of motivation they have may vary drastically. In other words, whether a student believes intelligence is fixed or malleable plays a role in how they view learning (Aronson 2002). I intend to identify what motivates students and how their level of motivation impacts achievement level.

Due to the large number of variables affecting A level students' motivation, I planned to address a specific aspect of motivation. In addition, I narrowed my research to a specific grade level and subject area

Purpose of the Study

This particular study was aimed at investigating the relationship between motivation, self efficacy and academic achievement among A level students from various gender and generational groups in Kampala district.

Objective of the Study

The study was guided by the following objectives;

  i. To identify whether motivation influences self-efficacy.

  ii. To find out if self-efficacy and academic achievement are related.

  iii. To determine if motivation directly influences academic achievement.

Scope of the Study

The study was carried out on the basis of carrying out an Analysis on the relationship between Motivation, self-efficacy and academic achievement among A'level students, the research focused on Tropical High School, it was guided by three objectives which include; to identify if motivation

influences self-efficacy, to find out whether self-efficacy and academic achievement are related and to determine if motivation directly influences academic achievement

GeographicalScope

The study was carried out in Makindye Division. Makindye Division is one of the five administrative divisions of Kampala, the capital of Uganda, and the largest city in that country. Makindye Division lies in the southern east corner of the city, bordering Wakiso district to the south and west. The eastern boundary of the division MurchisonBay, a part of Lake Victoria. Kampala central division lies to the north and Lubaga division lies to the northwest.

Time Scope

The research considered a time scope of 5 years that is to say from 2014 to 2018, this time scope was chosen because it enabled the researcher to acquire enough reliable information about the research topic.

Significance of the Study

Upon completing this research I got a clearer understanding of what leads A' level students to their feeling about self-efficacy and what implications that has in the classroom.

Understanding how Alevel students feel about their capabilities could potentially aid in developing alternate forms of instruction and assessment. In other words, knowing the factors that increase the levels of A' level students' self-efficacy will hypothetically raise motivation and achievement. A practical outcome from this research was lessons or even curriculum centered on achieving positive student self-efficacy, through my research, I was able todetermine where feelings of self-efficacy stem from and thus relate to student productivity, I can apply those findings to struggling students with a lack of motivation.

Conceptual Framework

The conceptual frame work indicates that there is a significant relationship between motivation, self efficacy and academic achievement

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│  motivation  │────▶│ Self-efficacy│────▶│  Academic achievement  │
└──────┬───────┘     └──────────────┘     └───────────▲────────────┘
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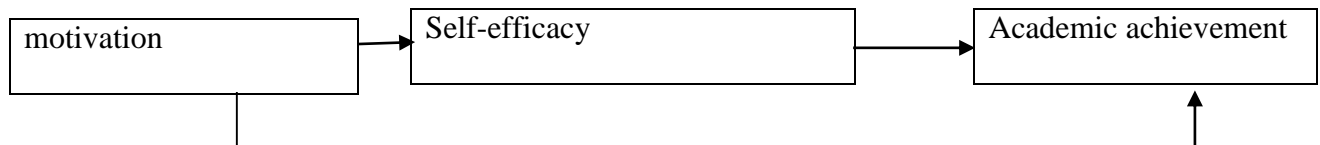
Figure 1: conceptual framework showing the relationship between Motivation, self efficacy and academic achievement

Motivation influences self efficacy because of the learning activities involved such as discussions, class presentations which make students participate in the lessons fully. Self efficacy and academic achievement are related because they work hand in hand and motivation directly influences academic achievement because when a student is motivated to read hard, he or she gets good results at the end of the term

Chapter Two

Literature Review

Introduction

This chapter involves the literature related to the study topic from various sources of information such as Booklets, journals, internet among others the relevance of this chapter is to acquire information from various authors and guide the researcher in identifying research gap.

Motivation and Self-efficacy

Self-efficacy can be definedbroadly asindividuals 'confidence in their capability to achieve particular goals (Hsieh, Sullivan, & Guerra, 2007). Bandura (1997) refers to self-efficacy as individuals 'assessment and conviction regarding their ability to coordinate and perform a task successfully. Zajacova,Lynch&Espenshade (2005) highlight that the judgment and convictions that individuals hold towards their capability to perform tasks constitute self-efficacy. Barry and Finney (2009) highlight three categories of self-efficacy, namely social, roommate, and academic self-efficacy. Social efficacy refers to an individual's personal relations and social adjustment (Wright, Jenkins-Guarnieri, & Murdock, 2012).

Social efficacy at secondary schools refers to a student's competence and capability to develop and maintain social interactions with fellow students, as well as with the university staff members (Zajacovaet al., 2005). Being able to have interpersonal relations with fellow students and the university staff members shows good social adjustment (Barry & Finney, 2009). Roommate self-efficacy refers to interactions with roommates or people with whom one resides (Zajacovaet al., 2005).

Maintaining good relations with people with whom one lives during the course of one's studies indicates effective interpersonal skills and enhances social adjustment (Barry & Finney,

2009).Academic self-efficacy is described as "personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances" (Zimmerman, 1995, p.203). Chemers, Hu and Garcia (2001), Gore (2006), Solberg et al. (1993), &Zajacovaet al. (2005) also define academic self-efficacy as students 'trust and confidence in their capabilities and skills to plan, coordinate, and perform academic related activitiessuccessfullyat the required level.Academic success, which is the aim and drive for students who have high academic self-efficacy,may be operationalized as passing examinations, assignments and other academic activities. The perceived ability to achieve academic goals encourages one to pursue those specific academic goals because of the belief that success is inevitable. Students who measure high in academic self-efficacy perceive academic difficulties as worthy challenges that are exciting and worth pursuing because of the satisfaction theybring once theyareaccomplished (Pajares&Schunk, 2001). Self-efficacy atUniversity is vitalfornot only academic purposes and social adjustment, but alsoplays an integral role in the wellness and personal adjustment of students (DeWitz& Walsh, 2002; Gore, 2006; Solberg &Villareal, 1998).

Research indicates that intellectually gifted students possess a higher self-efficacy when compared with mainstreamed students. Laying the foundation of research concerning the social cognitive theory, Albert Bandura states, "students' beliefs about their capabilities to successfully perform tasks, or self-efficacy beliefs, are strong predictors of their capability to accomplish such tasks" (as cited in Pajares, 1996, p. 325). Therefore, intellectually gifted students tend to believe that they are competent to complete a task and this confidence is strong motivation for exceptional performance. According to a study completed by Fenning & May (2013), "correlation results indicated significant, positive correlations between general self-efficacy and high school GPA" (p.642). In turn, because gifted students have positive experiences with academics, these

experiences further boost increase self-confidence. As students' self-efficacy levels increase, their independence and intrinsic motivation translate into greater success in the classroom. "In order for students to maintain a high level of self-efficacy, they need to believe that they are equipped with the skills and talents for a specific task (Clickenbeard, 2012, p. 625).

Self-efficacy and Academic Achievement

In order to improve students' academic achievement, the school system should implement lessons or programs that strengthen students' confidence. Because above-grade-level students specialize in academics, they are then confident of their success in school related endeavors. These students do not question their ability to the same extent as their peers. Emphasizing his social cognitive theory, Bandura (2002) states, "Factors that serve as motivators are rooted in the core belief that one has the power to produce desired effects by one's actions, otherwise one has little incentive to act or to persevere in the face of difficulties" (p. 270).

Self-efficacy functions as the internal motivator for gifted students to endure challenges and achieve goals. Clickenbeard finds that "gifted students are more likely to attribute success to their own ability and effort and attribute failure to bad luck or inappropriate strategy choice" (p. 626). Even when gifted students experience failure, they do not relate the experience to a lack of intelligence or ability. Most likely, gifted students will not allow the experience to affect their self-efficacy for future challenges. Phillips and Lindsay convey that "the development of high abilities and high levels of achievement are all dependent on motivation in general but on intrinsic motivation in particular" (2006, p. 59).

Research indicates that intellectually gifted students portray greater levels of intrinsic motivation. Intellectually talented students showed more intrinsic motivation for reading, writing, and solitude" when compared with average students (Clickenbeard, 2012, p. 624). Whereas students'

self-efficacy acts as an intrinsic motivator, average students may question their ability to achieve and rely upon extrinsic motivation to succeed. As educators prompt students to take ownership of their learning, the students will be able to monitor their academics by using intrinsic motivation. In a practical sense, educators can create personal checklists for students or model the process of thinking aloud.

As students learn to take responsibility for their education, they are more likely to exhibit a greater belief in their academic abilities. Extrinsic motivation is not to be forgotten either, as it is an important component to goals and achievements. However, a classroom where intrinsic motivation is cultivated will have positive long-lasting effects on the students' metacognition. Intrinsic motivation seems to be a more powerful indicator for success rather than the extrinsic model which is produced by point systems or treasure box rewards. In addition, above-grade-level students are less likely to doubt their competence for achievement when they determine goals. Siegle & McCoach report that "goals that include specific performance standards are more likely to increase self-efficacy than more general goals because progress is easier to evaluate" (2007, p. 284).

Educators can teach specific goal setting to encourage students to monitor their individual academic achievement. Students' academic goals are also impacted by the level of self-efficacy they obtain. For example, according to Bandura, Barbaranelli, Caprara, &Pastorelli(1996), "The stronger the perceived self-efficacy, the higher the goal aspirations people adopt and the firmer their commitment is to them" (p. 1208). Others' opinions can influence a student and their goals. People's level of self-efficacy will also determine goals and decisions that they make in the future. The choice of education and career will be greatly affected by the students' previous experiences and if they think they are competent for the chosen profession. Research indicates, "The higher people's perceived

The degree of self-efficacy can differ between gender groups. In a study completed by Broos (2005), males had high self-efficacy, performed better and had less anxiety in comparison with females when it came to information and communication technology.Pajares & Schunk (2001) highlight that, in comparison with females, males tend to have high self-efficacy and do better in academic areas that include mathematics, technology, and science. Contrary to the above-mentioned, girls in high school report better self-efficacy in comparison with boys when it to comes to academic writing (Pajares, 2003).Saunders, Davis,Williams, and Williams (2004) also confirm that female students measure high on academic self-efficacy. Hampton and Mason (2002, p.101) investigated "the influence of learning disability, gender, and self-efficacy on academic achievement in high school students" and realized that gender had little to no influence on the self-efficacy beliefs that learners held

Motivation and Academic Achievement

A variety of definitions regarding general motivation exists. Mackay (2010) defines motivation as a force within an individual that has the potential to give one the drive to make the desired choice and action. Pintrich & Schunk (2002) refer to motivation as a process that regulates an individual's goal-directed behavior. Motivation drives an individual to initiate and maintain the desired choice and action. The drive to satisfy and fulfill a need is defined as motivation;and the need is a need for achievement (Doubé& Lang, 2012). Different types of motivation exist, but academic motivation was considered in this particular study. Academic motivation can be defined as a self-regulated learning approach to studies. Students with academic motivation are active in their learning activities and ensure they achieve goals related to their academic performance (Eccles&Wigfield, 2002).

Rakes and Dunn (2010) explain academic motivation as a reflection of a student's determination in achieving academic goals and the importance attached to academic work. Academic motivation and determination also portray academic effort invested by a student. Academic motivation consistsofvarious aspects ofwhich intrinsic goal orientation, extrinsic goal orientation, control of learning beliefs, and task value were considered for this study(Pintrich et al., 1991).

Males who endorse masculinity usually measure high in academic motivation and self-efficacy in masculine and male dominated fields (Leaper & Van, 2008). Kahn, Brett and

28Holmes (2011) also confirm that males who conform to traditionally masculine norms tend to measure high in intrinsic motivation in traditional fields that are of interest to them. VanSoom and Donche (2014) found that, in comparison with males, females had a high level of motivation.

In comparison with men, females had higher intrinsic motivation. The motivation was intrinsic, meaning they engaged in sports for pleasure, out of interest and not necessarily because of experience or external rewards. Darby, Longmire-Avital, Chenault,&Haglund (2013) investigated gender differences in academic motivation over a semester period and found that motivation changed during the semester with both genders. Females ranked high in motivation early in the semesterand it slowly declined over the course of the semester. Males, on the other hand, had a peak in motivation during the middle of the semester, but it declined towards the end of the semester.

Many factors contributed to the decline ofmotivation (i.e., lack of integration between academic knowledge received and practical sessions, difficulty with the time demands on student schedules) and increase of motivation (i.e., when students enjoyed the practical sessions and were able to integrate the learn material and apply it meaningfully). Kahn et al. (2011) highlight the differences and approaches to masculinity that might have attributed to high intrinsic motivation for males.

Traditional or typical masculinity entails self-reliance winning and emotional control, which would influence academic success positively (Kahn et al., 2011). Turkmen (2013) maintains that, although there are gender differences in academic motivation, it does not necessary imply that the academic achievement levels will be different as well. Although academic motivation can still be regarded as one of many factors that influence academic success, it is not the sole contributing factor.

Hypothesis

The study hypothesis involves the following;

1. There is a significant relationship between motivation and self efficacy.

2. There is a significant relationship between self efficacy and academic achievement

3. There is a significant relationship between motivation and academic achievement.

Chapter Three

Methodology

Introduction

This chapter explains the research design, study population, data source, sample selection, data collection methods, data collection instruments, procedure of obtaining data from the field and the techniques that the researcher will adopt for data presentation and analysis, ethical consideration and limitation .The methodology is relevant in the way that it helped the researcher draw methods of data collection and how I will employ the in the field to acquire information concerning the topic of study.

Research Design

The research design i used is Cross-sectional research designs. This is a type of design which involves data collection from a population, or a representative subset, at one specific point in time. They aim to provide data on the entire population under study. (Jalilmuhamad 2013 practical guidelines for conducting research)

The researcherused quantitative research. Quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena (Amanda Hunn 2009)

Study Population

The researcher focused onA level students. Reason being that the study is basically about them. The research considered Tropical High school

Sampling Technique

A sample of pupils, teachers, administrators, parents, will be included in the study. A level students will be included in this study for the reason that the study major is about them it would be very relevant for the researcher to include them in the study; the teachers/staff are included in this study because they conduct assessment of pupils for promotion, the parents will be included in this study because they are the ones who take of the wellbeing of Pupils and posses relevant information towards the performance of pupils

The researcher used convenient sampling in the selection of the respondents who were included in the study. This is because this method does not allow biasness in the study so everyone has a chance of being selected.

Sample Size

The researcher used a total of 50 respondents for the reason being that there are many, the respondents for the study were comprised of a representative sample of 50 respondents, 25 from senior five and 25 from senior six.

Data Collection Methods

Questionnaires

This method was mainly used for the literate respondents who were mainly students. The research was employed on pupils who constituted a large percentage of the sample population. The researcher used this method of data collection because it is cheap to administer, confidential and time saving since the researcher is a student. Between the researcher and respondents, more information was generated in a short time, allowed probing and it was also flexible.

Data Collection Instruments

In the interest of time and category of the respondents, the researcher administered the following data collection instruments that included:-

Questionnaires (open ended and closed ended questionnaire)

Open-ended questions are those questions that will solicit additional information from the inquirer. Sometimes called infinite response or unsaturated type questions, they are broad and require more than one or two word responses. (Mellenbergh, G.J. 2008Tests and Questionnaires)

The researcher administered open-ended questionnaires to students and lectures each with one copy containing questions in regard to objectives of the study. The research used open ended questions due to the reason being that Open-ended questions allows respondents to include more information, including feelings, attitudes and understanding of the subject. This allowed researchers to better access the respondents' true feelings on an issue.

A closed-ended question is a question format that limits respondents with a list of answer choices from which they must choose to answer the question. Commonly these type of questions are in the form of multiple choices, either with one answer or with check-all-that-apply, but also can be in scale format, where respondent should decide to rate the situation in along the scale continuum, similar to Liker questions (Burns, A. C., & Bush, R. F. 2010 Marketing Research)

The researcher used closed ended questionnaires due to the reason being that Closed-ended questions are more easily analyzed and Closed-ended questions can be more specific, thus more likely to communicate similar meanings.

Data Analysis

Quantitative Data Analysis

The data collected was coded, organized and analyzed quantitatively. Responses from questionnaires were analyzed thoroughly manually transferring the responses from the questionnaires into a spreadsheet. Put each question number as a column heading, and use one row for each person's answers. Then assign each possible answer a number or 'code'. Go through each respondent's questionnaire in turn, adding in the codes then enter this data into a spreadsheet which was calculated and presented in tables.

Quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena. (Creswell, J. W. 2003 Research design*)*

Chapter Four

Results

Introduction

This chapter presents the results and interpretations of the study findings. This section further presents the interpretation of the study findings beginning with the background information of the respondents such as sex and further goes on to interpret the relationship[n between the study variables.

Descriptive statistics

Table 1: showing sex of respondents

Sex of respondent	Frequency	Percent
MALE	21	42.0
FEMALE	29	58.0
Total	50	100.0

Findings in the Table 1above show that majority of the respondents were females with 58% compared to males who had 42%.Therefore many females participated in the study compared to their male counterparts

Table 2: Age of respondents

Age range	Frequency	Percent
16-19	43	86.0
20-25	7	14.0
Total	50	100.0

Findings in the Table 2 shows that majority of the respondents were between 16 years to 19 years old with 86% and 14% were between 20 years to 25years old.

Table 3: class of respondents

Class of respondents	Frequency	Percent
ARTS	25	50.0
SCIENCES	25	50.0
Total	50	100.0

Table 3 shows that the number of respondents was equal were 50% were from the arts class and 50% were from the science class.

Inferential statistics

To examine the relationship between motivation, self efficacy and academic achievement among a 'level students at tropical high school in Makindye division.

Table 4: the relationship between motivation and self efficacy

Correlations

		Motivation	selfefficacy
motivation	Pearson Correlation	1	-.045
	Sig. (2-tailed)		.755
	N	50	50
selfefficacy	Pearson Correlation	-.045	1
	Sig. (2-tailed)	.755	
	N	50	50

Motivation and self-efficacy

Hypothesis 1 stated that; there is a significant relationship between motivation and self-efficacy. The findings in table 4 above show that there is no significant relationship between motivation and self-efficacy, since r=-.045,p=.755 therefore p>0.05.Therefore,we reject the hypothesis .

Table 5: relationship between self efficacy and academic achievement

Correlations

		selfefficacy	academicachievement
selfefficacy	Pearson Correlation	1	.181
	Sig. (2-tailed)		.209
	N	50	50
academicachievement	Pearson Correlation	.181	1
	Sig. (2-tailed)	.209	
	N	50	50

Self-efficacy and academic achievement

 Hypothesis 2 stated that; there is a significant relationship between self-efficacy and academic achievement. The findings in table 5 above show that there is a negative significant relationship

between self-efficacy and academic achievement, since r=.181,p=209since the p>0.05 .therefore we reject the hypothesis

Table 6: relationship between motivation and academic achievement

Correlations			
		motivation	academicachievement
Motivation	Pearson Correlation	1	.268
	Sig. (2-tailed)		.060
	N	50	50
Academicachievement	Pearson Correlation	.268	1
	Sig. (2-tailed)	.060	
	N	50	50

Motivation and academic achievement

Hypothesis 3 stated that; there is a significant relationship between motivation and academic achievement. The findings in table 6 above show that there is no significant relationship between motivation and academic achievement, r=.268,p=.060 since the p>0.05.therefore we reject the hypothesis.

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Chapter Five

Discussion, Conclusion and Recommendation

Introduction

This chapter presents the discussion of the findings, conclusion and recommendations made by the researcher.

Motivation and Self-efficacy

As shown by the results,motivation is not significantly related to self efficacy.this happens after rejecting the null hypothesis at 0.05 level of significance. The findings of the study are not in line withFenning and May (2013),who noted that "correlation results indicated significant, positive correlations between general self-efficacy and high school GPA" (p.642). In turn, because gifted students have positive experiences with academics, these experiences further boost increase self-confidence. The findings are not line with Clickenbeard(2012, p. 625) who noted that As students' self-efficacy levels increase, their independence and intrinsic motivation translate into greater success in the classroom.

Self efficacy and Academic Achievement

As shown by the results, self efficacy is not significantly related to academic achievement .this happens after rejecting the hypothesis at 0.05 level of significance.

The findings are not in line with Bandura, Barbaranelli, Caprara, & Pastorelli(1996),that stated that "The stronger the perceived self-efficacy, the higher the goal aspirations people adopt and the firmer their commitment is to them" (p. 1208).

The findings are in line with (Voelkl,1997;Fredricks,Blumenfeld and Paris,2004) findings that state that low levels of academic commitment has been reported by researchers to have negative effects , one being lack of academic performance.

The findings are not in line with (Pajares, 2003).Saunders, Davis,Williams, and Williams (2004) who stated that girls in high school report better self-efficacy in comparison with boys when it to comes to academic writing and also confirm that female students measure high on academic self-efficacy.

The findings are in line with Hampton and Mason (2002, p.101) who stated that the influence of learning disability, gender, and self-efficacy on academic achievement in high school students" and realized that gender had little to no influence on the self-efficacy beliefs that learners held

Motivation and Academic Achievement

As shown by the results,motivation and academic achievement are not significantly related .this happens after rejecting the null hypothesis at 0.05 level of significance.

The findings of the study are not in line with findings of Kahn et al. (2011) who stated that the differences and approaches to masculinity that might have attributed to high intrinsic motivation for males.

The findings are not in line with findings of Kahn et al. (2011) who stated that the Traditional or typical masculinity entails self-reliance winning and emotional control, which would influence academic success positively.

The findings are in line with Turkmen (2013) who stated that, although there are gender differences in academic motivation, it does not necessary imply that the academic achievement levels will be different as well. Although academic motivation can still be regarded as one of many factors that influence academic success, it is not the sole contributing factor.

Conclusion

The purpose of the study was to investigate

The relationship betweenmotivation, self efficacyand academic achievement. Thus, according to the study, the following conclusions were made; there was no significant relationship between motivation and self efficacy, self efficacyand academic achievement were not significantly related, and there was no significant relationship between motivation and academic achievement.

Recommendation

In accordance with the findings and conclusion of this study, the researcher wishes to make the following recommendations or suggestions;

Parents, relatives, guardians and school administration should take an active role in providing their children with favorable physical, psychological and emotional environments both at home and school, this is to enable them augur in academic pursuits.

The school curriculum should be designed in a motivating environment that encourages students to be empowered; since this techniques helps students to work more than just listening to a lecture or presentation made by the teacher to his or her students. The students will be practicing a variety of skills such as critical thinking and reflection over cognitive and scientific skills.

Suggestions for Further Research

Further research should be carried out in other schools and learning institutions since the study focused on motivation and its impact to academics.

Further research is needed in other problems facing students in various learning facilities in order to achieve better academic performance.

Further research is needed in the identification of an appropriate curriculum which can lead to high levels of student academic achievement.

Limitations

The research findings cannot be generalized because the research was carried out in a selected secondary school in Makindye division living out other schools in the rest of Kampala.

The research findings cannot be generalized because it was carried out on a small sample size of 50 people in a selected school (Tropical high school)living out many other students in numerous secondary schools in Uganda.

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Appendix I: Questionnaire

Dear respondent, I am Waita Claire, a third year student at Makerere university doing bachelors of industrial and organizational psychology carrying out my final year research project on "determining the relationship between Motivation, Self-efficacy and Academic achievement. The questionnaire is purely for academic purpose and your responses will be treated with confidentiality. There is no wrong answer to your response. Your positive response is highly appreciated.

SECTION A: Biographic information (tick the correct option)

Sex of respondent

1. 1) Male   2) Female

2. Age: 1) 16-19   2)20-25

3. class of student: 1) Arts   2) sciences

SECTION B: in motivation students read, write, discuss, or be engaged in solving problems.

Involves doing things and thinking about the things they are doing.

Using the below, rate extent to which the following activities are performed in your class.

Rating scale

0	1	2	3	4
Never	Strongly disagree	Disagree	Strongly agree	Agree

No	Item	0	1	2	3	4
1	students are involved in teaching each other intermediate levels of subject materials or needed skills					
2	student's categories concepts presented in terms of presence (+) absence (-) of determining features.					
3	Class presentations or discussions of subject material by teacher or student.					
4	Students make presentation with 2 or 3 terms in a mixture of other terms or image belonging to different category of terms or images.					
5	Students and teachers perform demonstrations using guiding principles and specific rules.					
6	Students perform and access their performance against agreeable criteria and teacher make suggestion for improvement.					
7	Students in small or large groups make statured exploration of key concepts, data, beliefs or values.					
8	Quizzes are used to determine student understanding.					
9	Students make drawings of mental connections between a presented major concept and other concepts, data, beliefs and values.					
10	Students write an activity in which they apply 1 or 2 concepts they have learnt to real life situation.					
11	during or after class presentations, students are asked to write an answer to a question					

12	Students are involved in case based problem solving activity using small groups to tackle specific issues from a large list.					
13	Students are asked to make short individual responses to a question, then instructed to discuss briefly with partner and later share with a large group.					
14	Students work together to learn subject knowledge and to develop subject skills.					
15	Students orally respond to a question or comment voluntarily or when asked by the teacher.					

SECTION C: Students Self-Efficacy (TICK IN THE BOX BELOW PROVIDED WHERE 1 MEANS YES AND 2 MEANS NO)

No	QUESTIONS	1	2
1	I can learn what is being taught in class this year.		
2	I can figure out anything if I try hard enough.		
3	If I practiced every day, I could develop just about any skill.		
4	Once I have decided to accomplish something that's is important to me, I keep trying to accomplish it, even if it is harder than I thought		
5	I am confident that I will achieve the goals that I set for myself.		
6	When I am struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged.		
7	I will succeed in whatever career path I choose.		
8	I will succeed in whatever college major I choose.		
9	I believe hard work pays off.		
10	My ability grows with effort.		
11	I believe that the brain can be developed like a muscle		
12	I think that no matter who you are, you can significantly change your level of talent.		
13	I can change my basic level of ability considerably.		
14	I can handle being growled at or punished by the teacher when you have done something wrong.		
15	I can approach the teacher about something.		
16	I can stand up for myselfif I was teased or bullied by other kids at school.		
17	I can do any school work set by the teacher.		
18	I can pass any test set by the teacher.		
19	I can do things in front of the class or group.		

SECTION D: Academic Achievement.

Tick what is appropriate to you

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

No	Questions	1	2	3	4	5
1	I made myself ready in all my subjects					
2	I pay attention and listen during every discussion.					
3	I want to get good grades in every subject.					
4	I actively participate in every discussion.					
5	I gain focus when I see technical problems.					
6	I enjoy homework and activities because they help me improve my skills in every subjects.					
7	I exert more effort when I do difficult assignments.					
8	Solving problems is a useful hobby for me.					
9	I develop my personality					
10	I find it difficult to give up					
11	I create activities for myself to assess					

Thank you for your cooperation