

A Study of Family Structure, Self-efficacy & Achievement Motivation among the Young Adults

Sandhya Bhatt^{1*}, Anshubhi Bahadur²

¹Assistant Professor, Amity University, Lucknow

²Assistant Professor, Babu Banarsi Das University, Lucknow

ABSTRACT

The main aim of the research was to investigate the relationship between achievement motivation and self-efficacy among undergraduate students, from different colleges in Lucknow city. The study also tried to explore gender differences for these psychological variables. Another very important objective was to find out differences in the achievement motivation, and self-efficacy among students enrolled in professional courses, and those enrolled for nonprofessional courses. The attempt has also been made to understand differences among students who are living in nuclear families and the ones coming from joint families for these psychological variables. Data was collected from 400 students, from different colleges of Lucknow. For assessing self-efficacy, General Self-efficacy Scale by Ralf Schwarzer and Matthias Jerusalem was used and for Achievement Motivation, Achievement motivation Scale by Dr. Asha Mohan and Prof. Pratibha Deo was used. Results indicate that there exists a weak, yet positive relationship between students' self-efficacy and their achievement motivation level. Further the results revealed that the students from non-professional courses had higher self-efficacy. However no difference was found in the achievement motivation of the students from professional and non professional courses. As for the family structure, no difference was found between in the self-efficacy and achievement motivation scores of the student from nuclear families and joint families.

Keywords: Achievement motivation, self-efficacy, family structure, gender

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INTRODUCTION

Effective learning cannot take place in the absence of motivation, lack of motivation is a big hurdle in learning and development. It has been very well recognized that there exists a strong relationship between achievement motivation and self-efficacy. It has been pointed out by many educationists and researchers that self-efficacy is an important determinant of student's motivation. As per the current research findings, there is relation between the students' self-concept and self-efficacy beliefs and it impacts the motivation for learning.

Understanding the gender differences in the self-efficacy and achievement motivation of the students is also one of the important aims of the present study. The word 'gender' refers to the roles and behaviors that are socially defined and are assigned to male and female in a particular society. For many years, India has witnessed gender discrimination at every level. Gender discrimination has been a in the system for a very long time. According to a survey, the gap between male and

Corresponding Author: Mrs Sandhya Bhatt, Assistant Professor, Amity University, Lucknow, e-mail id: sbhatt@lko.amity.edu

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female, for the jobs, has remained at 50%. Also, for the white-collar jobs, the gender pay gap remains at 27%.

A study by the International Commission on Financing Global Education opportunity, 2016, stated that "India falls short in female literacy compared to its neighbors." The findings of this study were as, "proportion of women completing five years of primary schooling in India was 48%, whereas in Nepal, it was 92%, Pakistan, it was 74% and in Bangladesh, it was 54%. India was ranked 38th among the developing countries for female literacy rates."

Another important variable that has been discussed here is the family structure. A family structure includes the joint family or extended families and the nuclear families (Kapadia et al.), nuclear, stem, joint, joint-stem families (Richard et al⁴ and Caldwell et al). The focus of the present paper is on understanding the effect of nuclear and joint families on the self-efficacy of the students and their level of achievement motivation. Family is the foremost school of socialization for the children. It is through the family and its members, the children imbibe deep-rooted values and tend to have a strong sense of security and self-concept. The family plays a very important role in shaping the personality of the children at the later stage. Children brought up in families characterized by love, care and affection, turn out to be highly affectionate and develop healthy interpersonal relationships.

ACHIEVEMENT MOTIVATION

Achievement motivation is a part of Human Motivation Theory given by social psychologist, David McClelland. In his theory, he tried to explain how the different kinds of motivation affect people's performances. The term achievement motivation refers to 'urge' of an individual for achieving something that is considered to be important and unique by the individual. It leads to the attainment of the feelings related to personal accomplishment and satisfaction. Such people prefer undertaking risks for getting personal accomplishment. Their level of perseverance is very high and they tend to be not much affected even by repeated failures. They tend to be courageous and keep moving towards the fulfillment of their goals.

Self-Efficacy

Self-efficacy indicates a person's belief that he or she has the capability to perform a particular task. The higher the self-efficacy, the more confidence the person has in his abilities. High self-efficacy is very important for our well-being as it enhances our sense of accomplishment and our personal well-being. It also makes us more willing for experimenting with newer and innovative ideas. Self-efficacy helps in determining our feeling, thinking, our level of motivation and our behavior and performance.

It was the psychologist, Albert Bandura, who worked on the concept of self-efficacy. He has defined self-efficacy as "*Self-efficacy is the belief in one's ability to influence events that affect one's life and control over the way these events are experienced.*"

Self-Efficacy Beliefs and Motivation

Self-efficacy is believed to play a pertinent role in the regulation of motivation. Most of the motivation seems to be cognitive in nature. People hold beliefs about what all they can do. Goals are formed by people for themselves, who design the courses of action in order to realize the valued futures. Self-efficacy beliefs also influence the attributions made by us for the likely causes. Failures are attributed to the lack of effort by the people who are high on self-efficacy, whereas those people who have low self-efficacy attribute failures to their low capabilities.

Motivation tends to get affected by causal attributions, performance, and affective reactions mainly through the self-efficacy beliefs. Self-efficacy beliefs result in the accomplishment and well-being of the people in different ways. The choices of the people and the courses of action that are pursued by them are affected by their self-efficacy beliefs. People select tasks and activities for which they feel confident and avoid indulging in those in which they do not feel confident. Tasks in which people feel that their actions will lead to the desired outcome are undertaken by people.

LITERATURE REVIEW

Due to its significant effect on students' learning, motivation has received a lot of attention from researchers. V.R. Santha Kumari & Dr. S. Chamundeswari, Oct. 2015 did a study in which a positive correlation was found between achievement motivation and performance of college students. In Nov. 2015, a study was done by Dr. Jasraj Kaur, Patiala, to understand the relationship between achievement motivation and different styles of learning among University students. Results revealed no significant relationship existed between the variables. A comparative study of Academic Achievement Motivation of senior secondary students was done in India in June 2015 by Dr. Amit Kumar and Deepika Yadav. They found that private schools had more academic achievement motivation than government school students at the senior secondary level. A study was done in 2015 by K. Suresh in India in which a significant positive correlation was found between the study habits of the students and the level of their achievement motivation.

A study done in China, in 2014, by Emmanuel, found a significant positive correlation between the student's self-concept, their level of achievement motivation and academic performance. Geeta Rani, India, 2013, found no significant positive correlation between achievement motivation and creativity in her study.



Ahmad and Rana (2012) found out that motivation influences the academic performance of college students.

Study conducted in Malaysia by Bakar, Shuaibu, and Hakim, 2016, obtained a positive correlation between students' self-efficacy and their academic performance. Emma Nilson, 2016, in her research, found that there exists a positive correlation between the self-efficacy beliefs of the students, and their academic performance.

Objectives of the Study

- The main objectives of the study are as:
- To investigate the relationship between achievement motivation and self-efficacy of college students
- To investigate gender differences for achievement motivation and self-efficacy of undergraduate students
- To assess the different level in the achievement motivation, and self-efficacy among students enrolled in professional and nonprofessional colleges.
- To find differences in the level of achievement motivation and the students self-efficacy , living in nuclear and joint families.

RESEARCH METHODOLOGY

Sample

This study was done on 400 participants, including 200 male undergraduates, and 200 female undergraduates, studying in different colleges of Lucknow. Data was collected from the students enrolled in the third year courses in B.A, B.Sc, B.Com, and B.Tech program.

Table 1: Shows the mean values of the self-efficacy and achievement motivation of total students from professional and non-professional courses, N = 400)

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
GSE	400	28.71	5.98
AMS	400	136.02	19.92

Table 2: Showing the Correlation between the students level of self-efficacy and their achievement motivation (N = 400)

	<i>AMS</i>	<i>GSE</i>
AMS	-	0.71
GSE	0.071	-

Table 3: Showing differences in the gender, for self efficacy scores of the total students

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>Sig.</i>
GSE_Scores	Female	200	28.88	5.88	0.55	0.40
	Male	200	28.55	6.08		

Design of the Study

The study is a based on the correlational design and for the data analysis, SPSS has been used.

Research Tools

Achievement Motivation scale

Achievement Motivation scale by Dr. Asha Mohan and Prof. Pratibha Deo has been used for assessing the level of achievement motivation. It's a self-rating scale having 50 items, with 5 points to rate i.e., Always, Frequently, Sometimes, Rarely and Never. The coefficient of reliability are sufficiently high and the scale can be considered as reliable for use. Earlier, Entwistle (1968) for 24 items inventory obtained a test-retest reliability coefficient of .83 with an interval of 2.5 months. The coefficient of correlation was observed to be .54 which speaks for the validity of the scale also.

General Self-efficacy Scale

General Self-efficacy Scale by Ralf Schwarzer and Matthias Jerusalem, 1995 has been used. It is a self-administered scale, with 10 items that are to be rated on a 4-point scale. In samples from 23 nations, Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s. Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favorable emotions, dispositional optimism, and work satisfaction.

RESULTS

Here, it can be observed that the total mean values of all students is above average on the scales of self-efficacy and the level of achievement motivation (Table 1).

The correlation is 0.07, which is a weak yet positive correlation. The p-value is 0.15, greater than 0.01, hence it can be noticed that the variables are correlated but the correlation is quite weak (Table 2).

In this it can be observed that females have a higher mean value than males. But as the p-value is not significant, thus it can be stated that there is no difference in the levels of self-efficacy between males and females (Table 3).

Here, it can be seen that the mean scores for the males are higher than those of females. But p-value

Table 4: Shows gender differences in the achievement motivation scores of the total students from professional and non-professional courses, (N = 400)

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>T</i>	<i>Sig.</i>
AMS_Scores	Female	200	135.19	20.31	-.83	0.46
	Male	200	136.84	19.53		

Table 5: Showing the significance of difference between total students from professional and non-professional courses, for the self-efficacy scores, (N = 400)

	<i>Qualification</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>T</i>	<i>Sig.</i>
GSE_Scores	Professional	200	26.31	5.96	8.70	0
	Non-professional	200	31.09	4.96		

$p < 0.01$

Table 6: Shows the significance of difference between total students from professional and non-professional courses, for the Achievement Motivation scores, (N=400)

	<i>Qualification</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>T</i>	<i>Sig.</i>
AMS_Scores	Professional	200	134.27	20.30	1.83	0.06
	Non professional	200	137.91	19.45		

Table 7: Shows the differences in the mean values of high and low achievement motivation scores of the students on self-efficacy, (N=200)

	<i>GSE</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>Sig.</i>
AMS_Scores	High self-efficacy	100	136.02	18.51	2.63	.009
	Low self-efficacy	100	128.00	19.22		

Table 8: Shows the differences in the self-efficacy scores and achievement motivation scores of the students from nuclear families and joint families, (N = 300)

	<i>Family</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>sig.</i>
GSE	Nuclear	150	27.8	6.1	-2.94	0.2
	Joint	150	29.7	5.7		
AMS	Nuclear	150	137.3	19.5	1.78	0.8
	Joint	150	133.6	20.1		

is greater than 0.05, hence it can be concluded that there is no difference in the achievement motivation levels between the males and females (Table 5).

In this it can be noticed that, the students enrolled in non-professional courses have higher self-efficacy than those enrolled in professional courses.

For the achievement motivation scale, it can be seen that the values are not significant, thus indicating that there is no significant difference in the achievement motivation of the students pursuing professional and non-professional courses (Table 6).

For the achievement motivation scale, it can be seen that the values are significant, thus indicating that there is a difference in the mean values of high and low achievement motivation scores of the students on self-efficacy (Table 7).

For the self-efficacy scale, it can be seen that the values are not significant, thus indicating that there is no difference in the mean values of self-efficacy scores of the students from nuclear families and joint families.

For the achievement motivation scale, it can be seen that the values are not significant, thus indicating that there is no difference in the mean values of achievement motivation scores of the students from nuclear families and joint families (Table 8).

DISCUSSION

The results indicate that there exists a positive relationship between a student's level of self-efficacy and their achievement motivation. Higher self-efficacy in students results in keeping them highly motivated and achievement-oriented. Self-efficacy acts as an



energizer for the person who feels impelled to give his best and bring the desired results. A study done in 2015, China, by Ze-Ju Zhang, Chaun-Lin Zang, Xian-Geng Zhang, Xian-Min Liu, et al., found positive relationship between students self-efficacy and their achievement motivation. In South Korea, study was done in 2015 by Min-Suk Kim and Soon-Young Yun on nursing students. Results found positive correlation between personality, academic self-efficacy and achievement motivation.

Study done by Masoomah Kheirkhan, Zeinab Zamani Jochi et al., Teharan, 2016, a positive correlation was found between self-efficacy and motivation among the midwifery students of Teheran University. Similarly, in 2014, in Yemen, by Abdulsalam Saif, results indicated positive correlations between self-efficacy and achievement motivation among the undergraduates.

Regarding the gender differences in the scores of self-efficacy is concerned, results show that there is no difference in the levels of self-efficacy between males and females of professional and non-professional courses, taken together. Women are doing better in almost all fields today. They are even doing better in those jobs that were considered to be meant for boys only. A study published in British Medical Journal, found that women were better surgeons than their male counterparts. When an operation was performed by a woman, 4% fewer patients die. In another study in Fortune, women were found to be consistently more successful than the men in finding targets. American Psychological Association APA, published a meta analysis in which gender differences were examined around 300 countries and over 100 years. Results showed that girls have been getting better grades than the boys for a very long time. Girls did better not only in Language classes, but also in subjects like Maths and Science. A study was done in 2014 in India by Mishra & Shanwal and in 2016 by Meera & Jamuna, in which the results found no significant differences between males and females on their self-efficacy scores. Rajesh and Chandrasekran in 2014, found that male students had significantly better self-efficacy scores.

As far as the achievement motivation is concerned, results show that there is no difference between boys and girls on their achievement motivation scores. Thus it can be said that in today's scenario, achievement motivation is equally high in both genders. There was a time when only males had higher career aspirations and wanted to excel but now we can see that the girls are also motivated for their careers and have higher aspirations. Here, the previous findings

have been mixed. A study was done in India in 2018, by Mary Devakumar, on gender differences in achievement motivation and academic self-concept of SSC Board students. Results showed significant differences in achievement motivation and girls scored higher than the boys. A study was done by Dr. Sita Chetri, Sikkim in which no significant difference was found between males and females. Another study on undergraduates was done in 2013 in Bangalore, India, by Veena N., Shailja Shaista. Again significant differences in gender was found, girls were more achievement-oriented than the boys. In 2010, in the USA, in a study by Giana & Clark, females scored higher than the males on achievement.

For the self-efficacy scores, the results indicate, that the students enrolled in non-professional courses have significantly higher self-efficacy than the professional students. It means that the students who are enrolled in non professional or conventional courses, believe themselves to be more competent in their abilities. A very important change these days is that more and more school toppers are opting for humanities in contrast to the popular belief that the 'intelligent students opt for Science and commerce'. Realizing this new interest in the students, universities and colleges these days have started several integrated courses like B.A LL.B and many more. Here, along with the basic graduation, students can further decide upon their career choices. The humanities also emphasize on getting exposure about general knowledge. This way, it can prepare students better to face any competition and get lucrative administrative jobs in government offices. In a survey by a private career solutions firm called CareerCo, in 2015, on 36000 students over nine cities of India, it was found that 74% of students were interested in pursuing humanities, 11% wanted Science with Biology, 9% wanted Science with Maths and 6% aimed for Commerce.

Lack of employment opportunities in professional courses is also one of the major reasons why the students are lacking motivation for such courses these days. According to the report by Associated Chambers of Commerce and Industry of India, ASSOCHAM, only 20% of the five million students who graduate every year, get employed. The International Labour Organization, ILO, has projected unemployment in India at 18.6 million for 2018, higher than 18.3 in 2017.

Analysis was done to find the difference in the mean values of high and low achievement scores of the students on the self-efficacy scale. A significant difference was found in the mean values

of high and low achievement motivation scores of the students. It means that those students who have a higher self-efficacy, also have a higher level of achievement motivation than those, who have a lower self-efficacy.

As far as the family structure is concerned, no significant difference was found in the level of students' self-efficacy and their achievement motivation living in nuclear and joint families. Study done by Shumaila Khurshid, Oaisara Parveen and Imran Yousef, 2017, Pakistan, obtained no difference between the adolescents from joint family and the nuclear family. In the same year, another study was conducted in India by Meena Rai and Dr. Jyoti on the young adolescents. Results revealed that there was no significant difference in the emotional and social adjustment of adolescents from nuclear families and joint families. A study done in 2009 by Bhupinder Singhand Rakhi Udainiey, found that adolescents of joint families had higher self-efficacy than the adolescents of nuclear families.

CONCLUSION

The findings in this study give some important information which can be highly useful. The study brings some of the serious issues that have remained neglected for years. We have so much of capital in the form of manpower but this manpower is not being utilised effectively as a result of which, our growth is lagging behind. Educational institutes should have certified counsellors and also have mentorship programs for the students where students can easily approach and seek any kind of help in order to effectively deal with their stress and any other kind of distress or issue. The government must make it mandatory for every higher institution to have a counsellor. The certified counselors can cater to the needs of those students seeking help in mental health issues. While student success is important at every educational level, it gains significance during the college years because this phase often represents the last formal education many students receive before competing for work. For this reason, education during these years is of particular importance. However, as in other levels of their educational careers, students sometimes fail to attain adequate learning outcomes. A lack of motivation to learn could be at the root of the problem.

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