The Relationship between Self-Efficacy, Achievement Motivation and Negligence in Students

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Abstract

The main purpose of the present research is to study the relation between self-efficiency and achievement motivation and procrastination of students of Bachelor’s program. The correlational research method was used to determine the relations among the variables of the research. The statistical population includes all students of Islamic Azad University, Central Tehran Branch, from which 150 male students and 150 female students were selected as sample based on multistage random sampling method. In order to collect information in the present research, Scherer self-efficiency evaluation questionnaires, Hermans achievement motive and Takman negligence were used. The research findings were analyzed based on descriptive statistics, T test, Pearson correlation coefficient and multivariable regression methods. The research findings indicate negative relation between two variables of self-efficiency and achievement motive and negligence. On the other hand, there is a significant positive relation between achievement motive and self-efficiency. In addition, achievement motive shows more anticipating power for negligence as compared with self-efficiency.

Keywords: Achievement Motive, Self-efficiency, Negligence.
Introduction

In terms of psychology, "negligence" means delay in carrying out a decision that has already been taken for it (Ellis, A & Jamesnal, W, translated by Farjad, 2008).

Self-efficacy refers to the judgment of people about their ability to organize and implement a series of actions to achieve specified performance (Bandura, 1986, quoted by Pintrich, translated by Shahraray., 2007).

Achievement motivation: intrinsic motivation in person to complete a task successfully, reaching a goal or achieve a certain degree of competence in a task (Frank Bruno, translated by Taheri and Yasaii, 1991).

Negligence is a problem for many people and it is considered as a culprit in the way of progress. This feature prevents many individual talents and abilities and reduces individual and collective productivity.

Academic negligence is common in many students. Students tend to delay their assignments without cause. 30 to 40 percent of students consider negligence as a critical problem that prevents functional and personal balance. Negligence increases stress and have a negative impact on academic performance (Attiyah, A, 2009).

Delay in doing things has unpleasant results and in addition to various damages, the person feels shame and disgust about himself (Ellis, 1996, translated by Farjad, 2008).

This issue has been raised in psychology from the last forty years, so today it has become clear that although some behaviors rooted in human nature, but he can abandon this inadmissible habit (Ellis, translated by Farjad, 2008).

According to the mentioned topics, the need to avoid such behavior and conduct research in this regard be visible. Through these investigations at the university level, therapists and educators can develop action plans to prevent self-destructive negligent thoughts and behaviors, so that they can prevent negligent behavior while studying and after graduation.

Understanding the factors affecting are important in dealing with this habit. This research is aimed to investigate the relationship between negligence and two variables of achievement motivation and self-efficacy that appear to have impact on negligence.

Bakhtiari (2007) in a study examined the relationship between self-esteem and religious orientation and self-efficacy in male senior high school students. The findings suggest that there is a positive relationship between self-esteem and self-efficacy and religious orientation in students.

Durham and Jude (1997) in a study examined the relationship between self-efficacy and emotional stability (low neuroticism) with performance and job satisfaction. The findings of this study showed that the efficacy and emotional stability are positively correlated with performance and job satisfaction.
Lin (2000) examined the impact of self-efficacy in coping with stress among employees of American banks. Results of his research have a positive impact on controlling stress. Employees who reported higher self-efficacy, have greater ability to cope with the stressors.

Prins, F. J, Elshout, J. J & Hamaker, CH (2000) investigated the relationship between mental abilities, learning styles and achievement motivation with academic success. This study was performed on 409 freshman in the field of psychology. The findings suggest that achievement motivation and mental ability have a significant direct correlation with academic success, but there is no correlation between learning styles and academic achievement.

In a research, Collins, CH. J (2004) investigated the relationship between achievement motivation and entrepreneurship. The findings of this study suggest that there is a significant positive relationship between achievement motivation and entrepreneurship.

Jalali (2005) examined the relationship between attribution style and negligence among female students and the results are as follows:

- Negligence of students is associated with their general attribution style in positive situation
- Negligence of students associated with their internal attribution style in negative situations (Hajibozorgi, 2007).

Haji Aghabozorgi (2007) in a study examined the relationship between negligence and job satisfaction in Trade Promotion Organization of Iran. Research findings indicate that there is no significant relationship between negligence and job satisfaction. In this study, the negligence questionnaire developed by "Lee" has been applied.

Shirafkan (2007) in his doctoral thesis compared the effectiveness of cognitive-behavioral therapy (Beck Wallis) and time management skills training (Lewis and Tracy) on procrastination (negligence) and perfectionism of students. The findings of this study are as follows:

Cognitive-behavioral training and time management skills learning are effective in reducing negligence of students.

Although cognitive-behavioral training has further reduced the negligence compared to time management skills, but this reduction wasn’t much meaningful.

Kagan, and Ilhan (2010) in a study examined the relationship between perfectionism and obsessive-compulsive with academic procrastination. The results of this study suggest that perfectionism and obsessive-compulsive are important variables to predict negligence.

Sulten (2010) focused on the impact of negligence on students' learning. The results show that negligence negatively affected the performance, participation in activities and classroom.

Mendelson (2007) in a study examined the relationship between anxiety and academic performance with negligence. The results of this study showed a significant positive correlation between anxiety and negligence. The findings suggest a negative relationship between two variables of negligence and academic performance.
Lawrence and Davis (2009) investigated the relationship between negligence and the quality of performance in carrying out the tasks and the results indicate that negligence is associated with low levels of performance.

capan (2008) in a study investigated the relationship between perfectionism and academic procrastination. The results showed that perfectionism significantly predicts the academic procrastination.

**Methodology**

In terms of data collection, the present study is a descriptive correlational research. Because it seeks to identify correlations between negligence, self-efficacy and achievement motivation of students. Therefore, the method used in this study is descriptive correlational. The study population included all male and female students of Islamic Azad University in central Tehran who were studying at the 2009-2010 academic year and the sample was determined 300 persons according to the Cochrane formula. Multi-stage cluster sampling was used to collect data.

In this study, a questionnaire was used to collect data. Scherer's 17-point questionnaire used to assess the self-efficacy, achievement motivation questionnaire (AMT) was used to measure achievement motivation and Takman procrastination questionnaire (TPS) was used to measure negligence. Spss software, t-test and Pearson correlation test was used to analyze the findings.

**Data analysis**

**The main hypothesis**

There is a negative correlation between achievement motivation and self-efficacy and negligence.

Table 1. Summary of stepwise regression of negligence through achievement motivation and self-efficacy

<table>
<thead>
<tr>
<th>Step</th>
<th>Variable</th>
<th>F</th>
<th>R</th>
<th>R²</th>
<th>β</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achievement motivation</td>
<td>110</td>
<td>0.57</td>
<td>0.27</td>
<td><strong>0.52</strong></td>
<td>-0.32</td>
</tr>
<tr>
<td>2</td>
<td>Achievement motivation</td>
<td>62</td>
<td>0.54</td>
<td>0.29</td>
<td><strong>0.42</strong></td>
<td>-0.26</td>
</tr>
<tr>
<td></td>
<td>Self-efficacy</td>
<td></td>
<td></td>
<td></td>
<td><strong>0.19</strong></td>
<td><strong>P&lt;0.01</strong></td>
</tr>
</tbody>
</table>

The table above shows the results of stepwise regression analysis for prediction of negligence based on two variables of self-efficacy and achievement motivation. As can be seen in the table, in the first step, the variable of achievement motivation is entered as predictive variable and explained solely 27% of the changes in negligence. In the second step,
the variable of self-efficacy was added to the first variable and explained 29 percent of changes in negligence. In both models, F value represents the regression changes in relation to the error change which is significant. Therefore, the main research hypothesis is confirmed.

**Secondary hypothesis:**

The first hypothesis

There is a negative correlation between achievement motivation and negligence.

Table 2. Pearson correlation for the relationship between negligence and achievement motivation

<table>
<thead>
<tr>
<th>Variables</th>
<th>Statistical index</th>
<th>Group of male</th>
<th>Group of female</th>
<th>Sample collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between negligence and achievement motivation</td>
<td>Pearson correlation coefficient</td>
<td>-0.57</td>
<td>-0.46</td>
<td>0.52-</td>
</tr>
<tr>
<td>Significance level</td>
<td>P&lt;0.05</td>
<td>P&lt;0.05</td>
<td>P&lt;0.05</td>
<td></td>
</tr>
<tr>
<td>Significant condition</td>
<td>Significant</td>
<td>Significant</td>
<td>Significant</td>
<td></td>
</tr>
</tbody>
</table>

According to the information provided, there is an inverse relationship between negligence and achievement motivation.

The second hypothesis

There is a negative relationship between self-efficacy and negligence.

Table 3. Pearson correlation for the relationship between negligence and self-efficacy

<table>
<thead>
<tr>
<th>Variables</th>
<th>Statistical index</th>
<th>Group of male</th>
<th>Group of female</th>
<th>Sample collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between negligence and self-efficacy</td>
<td>Pearson correlation coefficient</td>
<td>-0.16</td>
<td>-0.37</td>
<td>-0.28</td>
</tr>
<tr>
<td>Significance level</td>
<td>P&lt;0.05</td>
<td>P&lt;0.05</td>
<td>P&lt;0.05</td>
<td></td>
</tr>
<tr>
<td>Significant condition</td>
<td>Significant</td>
<td>Significant</td>
<td>Significant</td>
<td></td>
</tr>
</tbody>
</table>

According to the information provided, there is an inverse relationship between negligence and self-efficacy.

The third hypothesis

There is a positive relationship between self-efficacy and achievement motivation
Table 4. Pearson correlation for the relationship between self-efficacy and achievement motivation

<table>
<thead>
<tr>
<th>Variables</th>
<th>Statistical index</th>
<th>Group of male</th>
<th>Group of female</th>
<th>Sample collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>relationship between self-efficacy and achievement motivation</td>
<td>Pearson correlation coefficient</td>
<td>0.38</td>
<td>0.52</td>
<td>0.47</td>
</tr>
<tr>
<td></td>
<td>Significance level</td>
<td>P&lt;0.05</td>
<td>P&lt;0.05</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td></td>
<td>Significant condition</td>
<td>Significant</td>
<td>Significant</td>
<td>Significant</td>
</tr>
</tbody>
</table>

According to the information provided in these two variables, there is a direct positive relationship between achievement motivation and self-efficacy.

Table 5. Correlation coefficients in the variables of negligence, achievement motivation and self-efficacy

<table>
<thead>
<tr>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. negligence</td>
<td>39.92</td>
<td>10.395</td>
<td>-</td>
</tr>
<tr>
<td>2. achievement motivation</td>
<td>65.88</td>
<td>17.016</td>
<td>-.519**</td>
</tr>
<tr>
<td>3. self-efficacy</td>
<td>65.88</td>
<td>17.016</td>
<td>-.412**</td>
</tr>
</tbody>
</table>

**P<0.01

The fourth hypothesis

Negligence is different in male and female students.

Table 6. The results of t-test to compare the mean of negligence in both males and female

<table>
<thead>
<tr>
<th>Index gender</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Difference of two means</th>
<th>The amount of T</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>41.31</td>
<td>9.99</td>
<td>2.78</td>
<td>2.34</td>
<td>298</td>
<td>0/05</td>
</tr>
<tr>
<td>Female</td>
<td>150</td>
<td>38.53</td>
<td>10.63</td>
<td>2.78</td>
<td>2.34</td>
<td>298</td>
<td>0/05</td>
</tr>
</tbody>
</table>

According to this table, we can say that the negligence of female and male are different.

Fifth hypothesis

Self-efficacy is different in male and female students.

Table 7. The results of t-test to compare the mean of self-efficacy between males and female

<table>
<thead>
<tr>
<th>Index</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Difference of two</th>
<th>The amount of T</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
</tr>
</thead>
</table>
According to this table, we can say that the negligence of female and male are same.

Sixth hypothesis

Achievement Motivation is different in male and female students.

Table 8. The results of t-test to compare the mean of achievement motivation between males and female

<table>
<thead>
<tr>
<th>gender</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Difference of two means</th>
<th>The amount of T</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>63.53</td>
<td>15.38</td>
<td>-4.71</td>
<td>-2.42</td>
<td>298</td>
<td>0/05</td>
</tr>
<tr>
<td>Female</td>
<td>150</td>
<td>68.24</td>
<td>18.26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to this table, we can say that the achievement motivation of female and male are different.

Table 9. Summary of t-test to compare female and male in the variables of negligence, achievement motivation and self-efficacy

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>negligence</td>
<td>39.92</td>
<td>10.395</td>
<td></td>
</tr>
<tr>
<td>achievement motivation</td>
<td>65.88</td>
<td>17.016</td>
<td>-.519**</td>
</tr>
<tr>
<td>self-efficacy</td>
<td>65.88</td>
<td>17.016</td>
<td>-.412**</td>
</tr>
</tbody>
</table>

*P<0.05   **P<0.01

Discussion and conclusion

The main research hypothesis

Stepwise regression analysis for prediction the predictor variable of negligence based on achievement motivation and self-efficacy indicates that achievement motivation has a greater ability to predict negligence, prediction of achievement motivation is -42% and prediction of self-efficacy is 19%. In the first step, the variable of achievement motivation is entered as predictive variable and explained solely 27% of the changes in negligence. In the second step, the variable of self-efficacy was added to the first variable and explained 29 percent of changes in negligence. In both models, F value represents the regression changes in relation to the error change which is significant. Therefore, the main research hypothesis is confirmed.
The first hypothesis:

There is a negative correlation between achievement motivation and negligence.

According to Table 2, the correlation between the two variables in male group is -0.57 and in female group is -0.46 and for the total sample is -0.52 and all three indicators are significantly lower than 0.05. All three correlations are negative and significant which represent that if one of them increases, the other would decreases. In fact, two variables of negligence and achievement motivation are inversely related to each other. As a result, the first research hypothesis was confirmed that emphasizes on the negative correlation between achievement motivation and negligence. This is consistent with the findings of Kilbert (2005, quoted by Safai, Abdulkhaliq and Mohammadifard, 2009), and Zamanpoor (2000, quoted by Safai, Abdulkhaliqu and Mohammadifard, 2009).

The second research hypothesis:

There is a negative relationship between self-efficacy and negligence.

Pearson correlation coefficient was used to investigate these hypotheses, the results of which were presented in the Table 3. Gender segregation was carried out to provide comprehensive information in the total sample. According to Table 4-5, the correlation between the two variables of self-efficacy and negligence in male group is -0.16 and in female group is -0.37 and for the total sample is -0.28 and all three indicators are significantly lower than 0.05. All three correlations are negative and significant which represent that if one of them increases, the other would decreases. In fact, two variables of negligence and self-efficacy are inversely related to each other and here we can say that self-efficacy in people with high negligence is low and in people low negligence is high. As a result, the second research hypothesis was confirmed that emphasizes on the negative correlation between self-efficacy and negligence. This is consistent with the findings of Klassen and Lynch (2008).

The third hypothesis:

There is a positive relationship between self-efficacy and achievement motivation.

Pearson correlation coefficient was used to investigate these hypotheses, the results of which were presented in the Table 4. According to Table 4-6, the correlation between the two variables in male group is 0.38 and in female group is 0.52 and for the total sample is 0.47 and all three indicators are significantly lower than 0.05. All three correlations are positive and significant which represent that if one of them increases, the other would increases. As a result, the third research hypothesis was confirmed that emphasizes on the positive correlation between self-efficacy and achievement motivation. We can say that self-efficacy in people with achievement motivation is high and in people with achievement motivation is low. This is consistent with the findings of Kavussanu and Roberts (1996), Hazrati (2007), Abbasianfard (2009), Kaviani (2005).

Fourth research hypothesis:

Negligence is different in male and female students.

T-test was used to compare these two independent groups. Mean values of negligence were compared between two genders. The results of this test are shown in Table 6. The mean
of male group is 41.31 and the mean of female group is 38.53. The mean of male group is more than the mean of female group to the amount of 2.78. T-value obtained equal to 2.34 to compare these two means and it is significant with the degree of freedom equal to 298 and in a level less than 0.05. In fact, the mean of male in the variable of negligence is significantly higher than the mean of female in the variable of negligence. As a result of these findings, it can be said that the forth hypothesis is confirmed which emphasizes that there is a difference between the mean of negligence in male and female groups. These findings indicate the lack of timely and necessary acts and negligence of males compared to females. This finding contradicts the findings of other research related to gender differences in the context of negligence.

There is no difference between the two sexes in most research including (Solomon and Rathbloum, 1984, Milgram and Asrolof and Rosenbaum, 1988, Afret and Ferrari, 1989, Sadler and Sachs, 1993, quoted by Safaei, Abdulkhaleqi and Mohammadifard, 2010). While some studies (Paladie and Frankel, 1986, quoted by kousha , 2007), have reported that the level of negligence is higher in females and others (Shirafkan, A. (2007) have reported that the level of negligence is higher in males. This difference is due to different statistical population. While it seems some of the causes of negligence, such as fear of failure, pleasure and indolence and etc. in males are more than females, and this may be one of the causes of negligence in boys.

Fifth hypothesis:
Self-efficacy is different in male and female students.

T-test was used to compare these two independent groups. Mean values of self-efficacy were compared between two genders. The results of this test are shown in Table 7. As is clear from this table, the mean of male group is 52.59 and the mean of female group is 54.03. The mean of male group is more than the mean of female group to the amount of 1.44. T-value obtained equal to -0.99 and it isn't significant with the degree of freedom equal to 298 and in a level more than 0.05 (0.32). In fact, males and females have no significant differences in self-efficacy. As a result of these findings, the fifth hypothesis indicates the difference of the two groups of males and females in self-efficacy variable wasn't confirmed. In fact, we cannot definitely vote for female's self-efficacy. This finding is consistent with the findings of most studies, including, ,Bakhtíary (2007), Hazrati (2007) and contradicts the finding of( Bandura ,1998 quoted from Hazrati,2007).

Sixth research hypothesis:
Achievement motivation is different in male and female students.

T-test was used to compare these two independent groups. Mean values of achievement motivation were compared between two genders. The results of this test are shown in Table 8. As is clear from this table, the mean of male group is 63.53 and the mean of female group is 68.24. The mean of female group is more than the mean of male group to the amount of 4.71. T-value obtained equal to -2.42 and it is significant with the degree of freedom equal to 298 and in a level less than 0.05. As a result of these findings, the sixth hypothesis indicates the difference of the two groups of males and females in achievement motivation variable was confirmed. In fact, the mean of female group is more the male group. This finding contradicts other findings. In some studies, there isn't any differences between two genders regarding the achievement motivation including (Azizpour, 1998, and vafery , 2004 quoted by Hazrati ,
However, some studies have reported some differences including Hazrati (2007). It is due to different statistical populations. As mentioned in Chapter 2, women's achievement motivation may be affected by concerns which include lack of popularity and gender stereotypes. On the other hand, the gender stereotypes are changing. In fact, there isn't any obstacle for women to gain senior positions and the results of this research prove it.
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