

Central Luzon State University-Agricultural Science and Technology School Graduates' Self-Efficacy and Motivational Perspective

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Abstract: This study assessed the self-efficacy and motivational perspective of the Agricultural Science and Technology School graduates. The overall mean was 4.02 for self-efficacy of the respondents whose mean ranged from 1.91 to 4.34. This means the respondents are self-efficacious with high self-efficacy toward graduate's confidence in his or her ability to achieve specific academic tasks.

Their mastery goals had an overall mean of 4.16 described as "often true". Performance goals were also high with a mean of 3.78 described as "often true". Meanwhile, social goals had an overall mean score of 4.12 described as "often true", this means the Agricultural Science and Technology School graduate respondents are highly self-efficacious. The overall mean score of the extrinsic goals was 3.86 which were described as "often true". This means the respondents needed to be motivated with praises and rewards for their successful endeavors.

Pearson-*r* revealed that sex, specialization, highest educational attainment and occupational status were significantly related with the self-efficacy of the respondents. Also, mastery goals, performance goals, social goals and extrinsic goals had highly significant relationship with the self-efficacy of the ASTS graduates.

Keyword: Self-efficacy, Motivational perspective, Mastery goal, Performance goal, Social and Extrinsic goal.

1. INTRODUCTION

Self-efficacy refers to the abilities of the students for success in a given task (Bandura, 1997). It is a student's "I can" or "I can not" belief. Self-efficacy reflects how confident students are about performing a specific task. Self-efficacy beliefs affect behaviours of a student through how he or she feels, thinks, motivates himself/herself, and acts. Self-efficacy influences what activities students select, how much effort they put forth, how persistent they are in the face of difficulties, and the difficulties of the goals they set. It posits a mechanism of changing, continuing and generalizing behaviour in the basis of self-efficacy of individuals. Self-efficacy is a key element of Bandura's social learning theory and plays a role of connecting goals, performance and motivation.

Motivation, on the other hand, is an inner drive that directs a student's behaviour toward the fulfilment of a goal (i.e., academic success). Motivation is a goal-directed behaviour and indicates the willingness of the students to exert high levels of effort toward achieving goals. Motivation influences how and why people learn as well as their performance. Historically, teachers, trainers and academicians in any learning organization throughout the world have used self-efficacy beliefs of the students and motivation as techniques to encourage the tasks and duties of learning. Although self-efficacy has been found to be a significant factor in predicting academic achievement by enhancing motivation to achieve (Pietsch et al, 2003), still students' self-efficacy and motivation have been of great practical concern to the academic institutions and of great theoretical concern to researchers, educators, and practitioners.

Little is known about whether academic performance of students in the context of Bangladesh is based on their self-efficacy and motivation. The self-efficacy of the students alone will not insure success if the motivation is lacking. Achievement outcomes are considered to be the function of two characteristics, "efficacy and "will." Self-efficacy beliefs are predictive of two measures of students' effort: rate of performance and expenditure of energy. For example, Schunk and colleagues found that perceived self-efficacy for learning correlates positively with students' rate of solution of arithmetic problems. Salomon (1984) has found that self-efficacy is positively related to self-rated mental effort and achievement during students' learning from text material that was perceived as difficult.

Given this scenario, regarding the effects of perceived self-efficacy on persistence, path analyses have shown that it influences students' skill acquisition both directly and indirectly by increasing their persistence. With these situations, self-efficacy and motivational perspective of graduate's and its direct effect indicates that perceived self-efficacy influences students' methods of learning as well as their motivational processes be address.

2. METHODOLOGY

This study used the descriptive normative survey to answer the problems posed in the study to guide the analysis of this research. This method is considered the most appropriate since it can be used in providing facts on which professional judgement may be based. It is concerned with conditions, practices, structures, differences or relationships that exist, opinions held, processes that are going on or trends that are evident.

Respondents

The respondents of the study were the alumni of Agricultural Science and Technology School who graduated from school year 1996-2000 to 2014-2015. The number of graduate-respondents is approximately 130 graduates.

Respondents of the study

Table 1: Year when respondents graduated from ASTS

PARAMETER	RESPONDENTS (N=130)	
Year Graduated	F	%
2000 – 2004	20	15.38
2005 – 2009	36	27.69
2010 – 2015	74	56.92

Majority of the respondents were graduated from school year 2009-2010 to 2014-2015 with 74 or 56.92%, which means that most of them are still studying and/or fresh graduates from college and were newly employed in their respective works. Twenty (20) or 15.38% of them graduated from school year 1996-2000 to 2003-2004, they are working with permanency in their jobs. And there are 36 or 27.69% who were graduated between school 2004-2005 and 2008-2009.

3. LITERATURE REVIEW

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Bandura (1977) posits a mechanism of changing, continuing and generating behaviour in the basis of self-efficacy of individuals. Self-efficacy is a key element of Bandura's social learning theory and plays a role of connecting goals, performance and motivation.

Motivation, on the other hand, is an inner drive that directs a student's behaviour toward the fulfilment of a goal (i.e., academic success). Motivation is a goal-directed behaviour and indicates the willingness of the students to exert high levels of effort toward achieving goals. Motivation influences how and why people learn as well as their performance (Pintrich and Schunk, 1996). Historically, teachers, trainers and academicians in any learning organization throughout the world have used self-efficacy beliefs of the students and motivation as techniques to encourage the tasks and duties of learning. Although self-efficacy has been found to be a significant factor in predicting academic achievement by

enhancing motivation to achieve (e.g., Pietsch et al, 2003, Bandura, 1997; Schunk, 1991; Schunk & Zimmerman, 1994), still students' self-efficacy and motivation have been of great practical concern to the academic institutions and of great theoretical concern to researchers, educators, and practitioners.

Research Locale

The research was conducted on the service areas of Agricultural Science and Technology School were mostly came from the province of Nueva Ecija in the municipality of San Jose City, Science City of Munoz, Carranglan, Pantabangan, Rizal, Licab, Llanera, Talavera and Cabanatuan City; and Isabela, Nueva Viscaya and Tarlac.

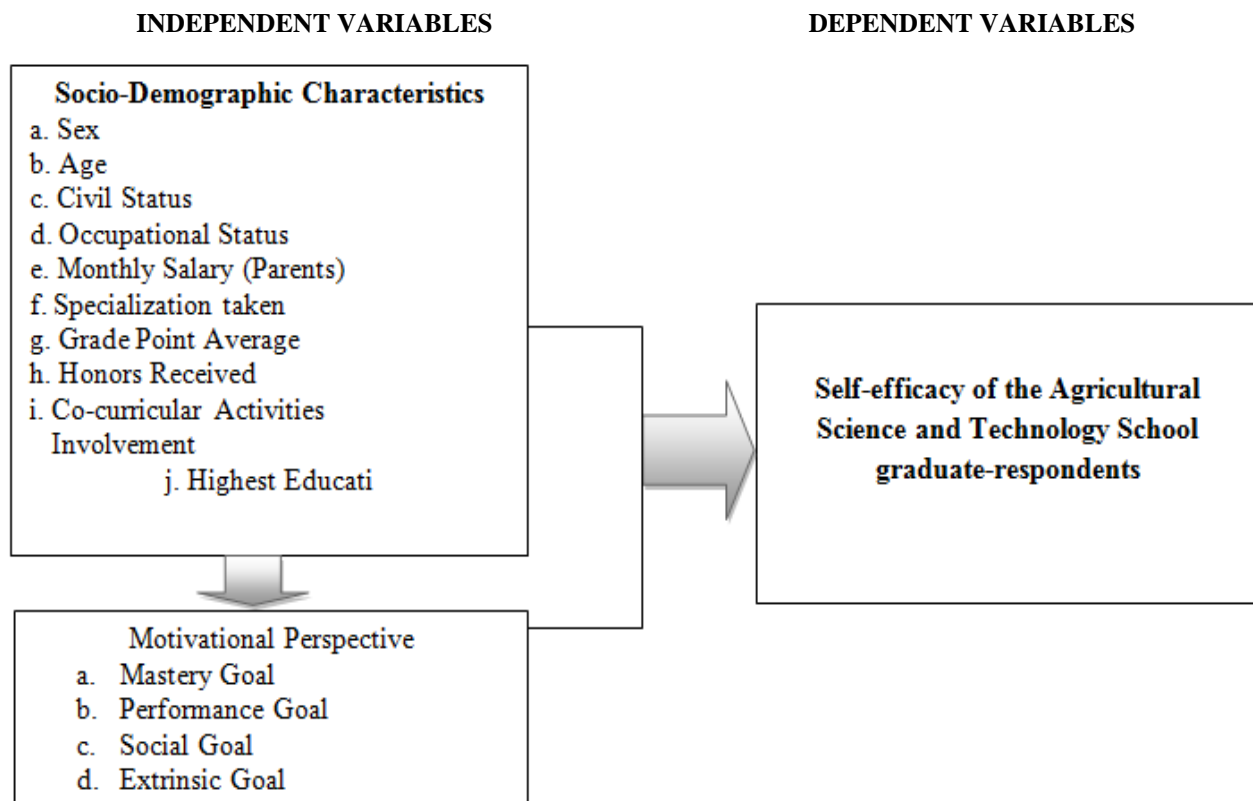


Figure 2: The conceptual paradigm showing the model of the hypothetical relationship between the independent and dependent variables.

4. DISCUSSION

The study was conducted to assess the Agricultural Science and Technology School (ASTS) graduates' self-efficacy, Motivational Perspective and academic achievement.

The discussion elaborates the socio-demographic characteristics of the graduate respondents such as sex, age, civil status, occupational status, monthly salary of parents, specialization taken, grade point average, honors received, co-curricular activities involvement and highest educational attainment.

It also discusses its relationship of Socio-Demographic Characteristics with self-efficacy and Motivational Perspective level and achievement of the graduate respondents when they were studying. The results are discussed in sequential order as they appear in the statement of the problem.

The study was conducted to assess the self-efficacy and Motivational Perspective of the Agricultural Science and Technology School graduates. The 130 respondents of ASTS graduates from SY 2000-2015 were sampled from the service area in the province of Nueva Ecija. The study was conducted from January 2016 to October 2016.

The descriptive normative survey method of research was used. Data from the survey questionnaires were tallied and analysed using frequency, weight mean, percentage and Pearson-*r* was used to determine the correlation and inter-correlation of variables.

The findings are as follows:

1. Socio-demographic Characteristics:

1.1 Gender

- 52.3% were females
- 47.7% were males

1.2 Civil Status

- 84.6% were single
- 13.8% were married
- .8% were widow
- .8% were separated

1.3 Specialization

- 53.8% were Agriculture
- 46.2% were Home-making Arts

1.4 Highest Educational Attainment

- High School Graduate
- Vocational Course Graduate
- College Graduate
- Graduate Degree Holder

1.5 Occupational Status

- Employed
- Self-employed
- Unemployed
- Presently Studying

2. Self-efficacy and Motivational Perspective

2.1 Self-efficacy

The overall mean was 4.02 obtained to describe the self-efficacy of the respondents whose mean ranged from 1.91 to 4.34 respectively. Shows that the respondents possessed “often true” self-efficacy based on the five point Likert scale.

2.2 Motivational Perspective

➤ Mastery Goal

The overall mean score of the respondents was 4.16 which were described as “often true”.

➤ Performance Goal

The overall mean score of the respondents was 3.78 which were described as “often true”.

➤ Social Goal

The overall mean score of the respondents was 4.12 which were described as “often true”.

➤ Extrinsic Goal

➤ The overall mean score of the respondents was 3.86 which were described as “often true”.

3. Relationship between Socio-demographic Characteristics and Self-efficacy

Pearson-*r* revealed that gender, specialization, highest educational attainment and occupational status were significantly related with the self-efficacy of the respondents.

4. Relationship between Self-efficacy and Motivational Perspective

Pearson-*r* revealed that mastery goal, performance goal, social goal and extrinsic goal were highly significantly related with the self-efficacy of the ASTS graduates.

5. CONCLUSIONS

The following conclusions were derived from the findings:

1. As to socio-demographic characteristics, the ASTS graduates were mostly middle aged, female, single, choose agriculture as their specialization, and highest educational attainment were mostly college level and majority is still studying college and mostly employed as their occupational status.
2. Four Socio-demographic characteristics, namely: gender, specialization, highest educational attainment and occupational status were significantly related with the self-efficacy of the respondents:
3. Self-efficacy was highly significantly related to Motivational Perspective such as mastery goal, performance goal, social goal and extrinsic goal.

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APPENDIX - A

Table 2: Socio-demographic characteristics of the respondents

PARAMETER	F	RESPONDENTS (N=130)
		%
Gender		
Male	62	47.7
Female	68	52.3
Age	Mean	22.71
	SD	5.28
Civil Status		
Single	110	84.6
Married	18	13.8
Widow	1	.8
Separated	1	.8
Municipal Address		
San Jose City	14	10.8
Science City of Muñoz	38	29.2
Carranglan	16	12.3
Pantabangan	11	8.5
Rizal	10	7.7
Licab	14	10.8
Llanera	8	6.2
Talavera/Cabanatuan	7	5.4
Other Towns of Nueva Ecija	7	5.4
Towns Outside Nueva Ecija	5	3.8
Parent's Monthly Income		
Below 5,000	34	26.2
5,001 – 10,000	46	34.6
10,001 – 15,000	27	20.8
15,001 – 20,000	15	11.5
20,000 and above	9	6.9
Specialization taken		
Agriculture	70	53.8
Homemaking	60	46.2

Table 3: Academic Achievement of the Respondents

PARAMETER	RESPONDENTS (N=130)	
	F	%
Honors received		
With	73	56.2
Without	57	43.8
Co-curricular Activities Involvement		
Involved	70	53.8
Not Involved	60	46.2
Grade Point Average		
High	34	26.15
Average	74	56.92
Low	22	16.92
Mean	85.3662	
SD	4.30459	

Table 4: Level of Self-efficacy of the Respondents

PARAMETER	RESPONDENTS (N=130)		
	M	SD	Verbal Description
When I am confronted with a problem, I can usually find several solutions	4.22	.77	Always true
I can easily regain my composure after encountering frustrating circumstances	4.17	.75	Often true
If someone opposes me, I can find the means and ways to get what I want	4.05	.86	Often true
If I am in trouble, I can usually think of a solution	4.28	.79	Always true
It is easy for me to stick to my aims and accomplish my goals	4.23	.76	Always true
I can remain calm when facing difficulties because I can rely on my coping abilities	4.22	.85	Always true
Thanks to my resourcefulness, I know how to handle unforeseen situations	4.21	.77	Always true
I can usually handle whatever comes in my way	4.20	.76	Always true
I am confident that I could deal efficiently with unexpected events	4.18	.85	Often true
I am confident and contented with my achievements	4.18	.82	Often true
I'm happy with my achievements in life	4.34	.92	Always true
I have a pleasant personality and easy to get along with	4.25	.76	Always true
I can accomplish a task at a given time	4.19	.83	Often true
My achievement is based on the efforts I exerted	4.22	.84	Always true
I feel helpless most of the time	2.80	1.22	Moderately true
I can remain calm even in times of difficulties	4.05	.78	Often true
I believe I can do best in my academics	4.23	.79	Always true
I can excel in my chosen career	4.28	.84	Always true
There are lots of things I would like to change about myself if I could	1.91	.92	Sometimes true
I am always in control of my mood in various situations	4.15	.80	Often true
TOTAL	4.02	.48	Often true

Table 5: Mastery Goals of the Respondents

PARAMETER	RESPONDENTS (N=130)		
	M	SD	Verbal Description
I like being given the chance to do something again to make it better	4.42	.72	Always true
I try harder with interesting work inclined in agriculture	4.14	.89	Often true
I like to see that I am improving in my career in agriculture	4.06	.95	Often true
I need to know that I am getting somewhere with my work	4.07	.78	Often true
I don't mind working a long time at my job that I find interesting	4.15	.89	Often true
I try hard to make sure that I am good in my job	4.25	.79	Always true
When I am improving in my work I try even harder	4.28	.78	Always true
The harder the problem the harder I try in my job	4.07	.97	Often true
I try hard at workplace because I am interested in my job	4.12	.87	Often true
I work hard to try to understand new things on my job	4.19	.90	Often true
I am always trying to do better in my work related to agriculture	4.01	1.03	Often true
TOTAL	4.16	.62	Often true

Table 6: Performance Goals of the Respondents

PARAMETER	RESPONDENTS (N=130)		
	M	SD	Verbal Description
Coming first is very important to me	4.09	.89	Often true
I like to compete with others at my work place	3.55	1.15	Often true
I work harder if I'm trying to be better than others	4.23	.68	Always true
I want to do well at work to be better than my co-workers	3.91	1.05	Often true
TOTAL	3.78	.85	Often true

Table 7: Social Goals of the Respondents

PARAMETER	RESPONDENTS (N=130)		
	M	SD	Verbal Description
I am only happy when I am one of the best in my work place	3.70	1.24	Often true
I work hard so that I will be put in charge and lead my co-workers	3.78	1.10	Often true
I want to feel important in front of my co-workers	3.79	1.14	Often true
It is very important for me to be a group leader	3.73	1.16	Often true
I do my best in my company when I am working with others	4.12	.88	Often true
I work hard at my company because I want my superiors notice me	3.59	1.20	Often true
I try to work with friends as much as possible at my workplace	4.08	.98	Often true
I prefer to work with other people at the office rather than alone	4.01	.98	Often true
I care about other people at my workplace	4.33	.76	Always true
It makes me unhappy if my friends aren't doing well at their job	4.07	.93	Often true
TOTAL	4.12	.67	Often true

Table 8: Extrinsic Goals of the Respondents

PARAMETER	RESPONDENT (N=130)		
	M	SD	Verbal Description
Praise from my superior for my good work is important to me	3.88	1.06	Often true
At the office I work best when I am praised	3.88	1.10	Often true
I want to be praised for my good work	3.95	1.12	Often true
I work hard in my job for rewards from my superior	3.72	1.20	Often true
Getting a reward for my good work is important to me	3.87	1.18	Often true
TOTAL	3.86	.97	Often true

Table 9: Correlation between Socio-Demographic Characteristics Variables of the Respondents and their Self-efficacy

Socio-Demographic Characteristics	Self-Efficacy
Gender	.730**
Specialization	.199*
Highest Educational Attainment	.213**
Occupational Status	.261**

Legend: * significant (p<.05)

** highly significant (p<.01)

Table 10: Correlation Between Self-efficacy and Motivational Perspective of the Respondents

Motivational Perspective	Self-Efficacy
Mastery	.700**
Performance	.464**
Social	.490**
Extrinsic	.433**

Table 11: Inter-correlation of Motivational Perspective

Achievement Goal	Mastery	Performance	Social	Extrinsic
Mastery	1			
Performance	.563**	1		
Social	.615**	.618**	1	
Extrinsic	.500**	.797**	.649**	1

Legend: * significant ($p < .05$)

** highly significant ($p < .01$)