

The Relationship Between Self-Efficacy, Autonomy Support, and Academic Motivation among Students at Milligan University

Ashlynn Kennedy
Milligan University Advisor: John Paul Abner

Research Question

“Is there a connection between self-efficacy, parental autonomy support, and academic motivation for college students?”

Hypothesis: It was hypothesized that there was a positive relationship among these three factors.

Literature Review

There are many different factors that converge in their effects on students' academic success in a college setting. These factors include a student's academic motivation, personal self-efficacy, as well as the autonomy support they receive from parents or guardians. These factors, as well as others, have been proven to have individual effects on students, but have yet to be correlated with one another. This project is largely based on the ideas of self-determination theory (SDT), which expresses that there are three needs that a person needs met in order to be intrinsically motivated: competence, autonomy, and relatedness to others. For the purposes of this study, competence was measured through self-efficacy, the belief in one's own competence, and parental autonomy support was used to measure autonomy within the context of collegiate academic achievement. Multiple studies have shown that the interactions of these three concepts can have great effects on the achievement of students. Though connections have been made previously between academic motivation and several other kinds of factors, no one study has yet sought the relationship between all these elements.

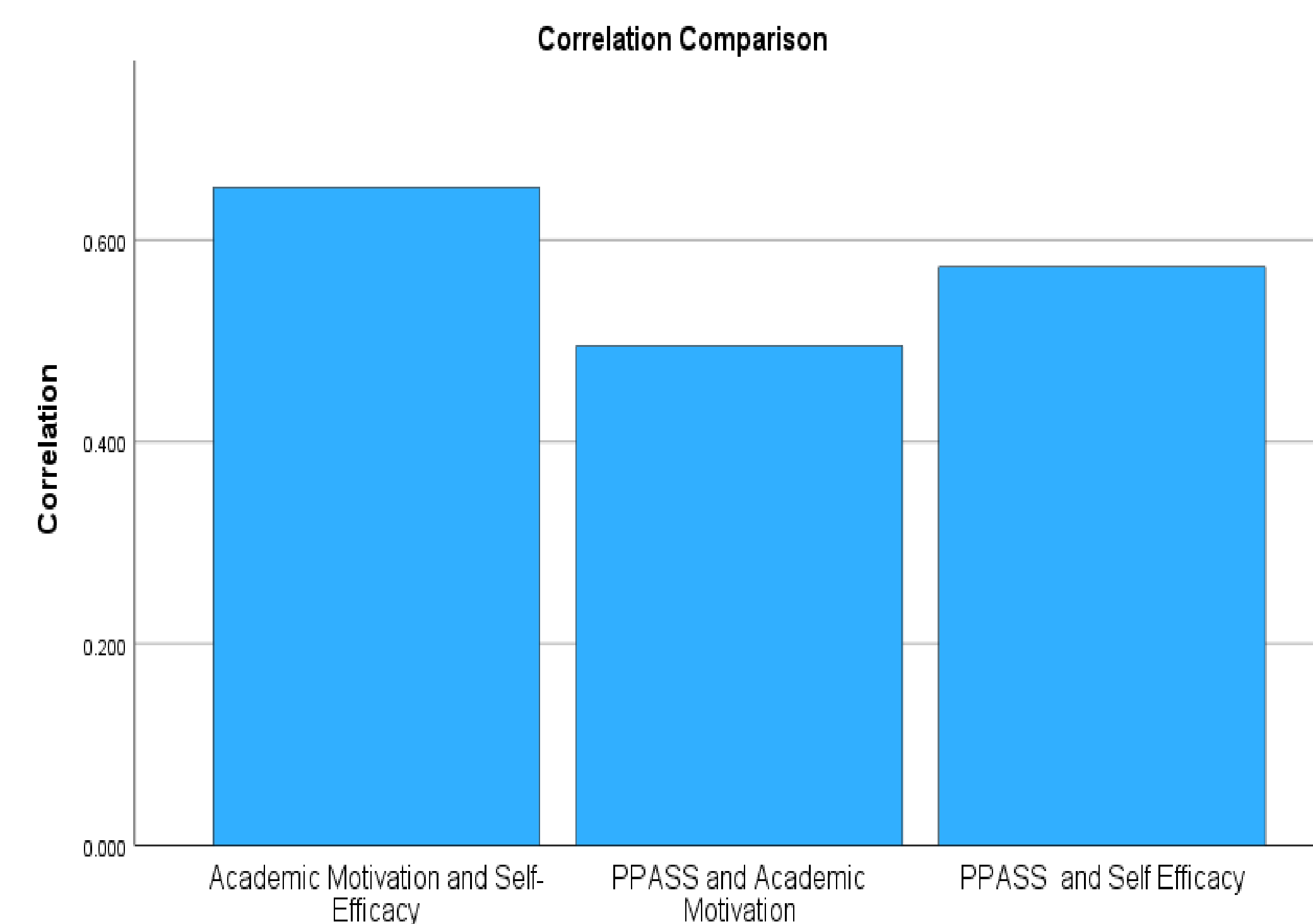
References are available upon request.

Method and Measures

A survey was distributed amongst students at Milligan University, which included Vallerand's Academic Motivation Scale (1992, 28 questions), the P-PASS, or Perceived Parental Autonomy Support Scale (2015, 24 questions), and the New General Self-Efficacy Scale (2001, 8 questions). Sixty - seven students completed the survey, with 56 of the surveys containing usable data.

Results

Using a Pearson R correlation, a significant positive correlation was found between academic motivation and self-efficacy ($r = .652, p = .000$). Additionally, self-efficacy and parental autonomy support were significantly positively correlated ($r = .573, p = .000$), as well as parental autonomy support and academic motivation ($r = .495, p = .000$).



Conclusions

This information grants a greater understanding of the impact and interaction between self-efficacy, autonomy support, and academic motivation, as well as allowing for further research to be conducted on better ways to support students in their academic endeavors. This could take many forms, such as encouraging parents and providing materials to help them support their child's success, or providing aid and opportunities for students to develop their ideas of self-efficacy or motivation.

Acknowledgments

I would like to thank Dr. Abner for his immense support and encouragement. Without his help, this project would not have been possible. I would also like to thank my friends and family for their confidence in me. I am very grateful to you all, and you inspire me daily.

