THE RELATIONSHIP BETWEEN ACADEMIC MOTIVATION AND SELF-EFFICACY IN UNDERGRADUATE STUDENTS: KOSOVO CASE

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ABSTRACT

Objective: This study aimed to investigate the relationship between self-efficacy and academic motivation in Kosovo undergraduate students. It also examined whether the relationship between academic motivation and self-efficacy was significantly mediated by the effect of educational achievement. It also took into account the role of the socio-economic status in this relationship.

Theoretical Framework: The rationale of this study was framed within the theoretical framework of self-determination that focuses on the controlled behavior in academic performance and within the theoretical framework of self-efficacy which is based on belief in one’s ability to complete specified tasks or goals.

Methods: This study used a quantitative methodology by adopting standardized measures including a 27-item survey of academic motivation and a 10-item instrument of self-efficacy. The construct of academic achievement was measured by a self-reported average grade of students and a socio-economic status questionnaire was designed for this purpose of this study. Data collection was carried out online through the online Qualtrics platform.

Results and Conclusions: The results showed that there was a statistical significant effect of self-efficacy to both extrinsic and intrinsic motivation. Results revealed that there was no significant correlation between academic achievement and self-efficacy or academic motivation and no significant correlation between the socio-economic status scores and all the variables.

Implications of research: The findings of this study have practical implications for university administrators and researchers focused in students’ retention in universities and their academic achievements. It demonstrates that how well students are academically motivated to achieve their academic goal very well depends on their perceived self-efficacy.

Originality/value: The study included a range of 85 undergraduate students from the department of psychology and the department of English language. The novelty of this study is that it examined Albanian speaking undergraduates, which is a highly underrepresented population in this area of study.

Keywords: Self-Efficacy, Extrinsic Motivation, Intrinsic Motivation, Academic Achievement, Undergraduate Students.

A RELAÇÃO ENTRE MOTIVAÇÃO ACADÊMICA E AUTOEFICÁCIA EM ESTUDANTES DE GRADUAÇÃO: CASO DE KOSOVO

RESUMO

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The Relationship Between Academic Motivation and Self-Efficacy in Undergraduate Students: Kosovo Case

Objetivo: O objetivo deste estudo foi investigar a relação entre a autoeficácia e a motivação académica dos estudantes universitários do Kosovo. Também se investigou se a relação entre a motivação académica e a autoeficácia era significativamente mediada pelo efeito do rendimento académico. Também teve em conta o papel do estatuto socioeconómico nesta relação.

Enquadramento Teórico: A lógica deste estudo foi enquadrada no quadro teórico da autodeterminação, que se centra no comportamento controlado no desempenho académico, e no quadro teórico da autoeficácia, que se baseia na crença na capacidade de cada um para realizar tarefas ou objectivos específicos.

Métodos: Este estudo utilizou uma metodologia quantitativa, adoptando medidas padronizadas, incluindo um inqüírito de 27 itens sobre motivação académica e um instrumento de 10 itens sobre autoeficácia. O constructo do rendimento académico foi medido através de uma média de notas auto-reportadas pelos alunos e um questionário sobre o estatuto socioeconómico foi concebido para este fim. A recolha de dados foi efectuada em linha através da plataforma Qualtrics.

Resultados e Conclusões: Os resultados mostram que existia um efeito estatisticamente significativo da autoeficácia na motivação extrínseca e intrínseca. Os resultados revelaram que não existia uma correlação significativa entre o rendimento académico e a autoeficácia ou a motivação académica e que não existia uma correlação significativa entre os resultados do estatuto socioeconómico e todas as variáveis.

Implicações da pesquisa: Os resultados deste estudo têm implicações práticas para os administradores universitários e para os investigadores que se dedicam à retenção dos estudantes nas universidades e aos seus resultados académicos. Demonstra que a motivação académica dos estudantes para atingirem os seus objectivos académicos depende muito da sua percepção de autoeficácia.

Originalidade/valor: O estudo incluiu um conjunto de 85 estudantes universitários do departamento de psicologia e do departamento de língua inglesa. A novidade deste estudo é o facto de ter analisado estudantes universitários de língua albanesa, que é uma população altamente sub-representada nesta área de estudo.


LA COMUNICACIÓN INTERCULTURAL Y EL PAPEL DE LOS MEDIOS RELIGIOSOS EN LA PRESERVACIÓN DE LA IDENTIDAD NACIONAL, CON ESPECIAL ÉNFASIS EN KOSOVO

RESUMEN

Objetivo: El propósito de este estudio era investigar la relación entre la autoeficacia y la motivación académica en estudiantes universitarios de Kosovo. También se investigó si la relación entre la motivación académica y la autoeficacia estaba mediada significativamente por el efecto del rendimiento académico. También se tuvo en cuenta el papel del estatus socioeconómico en esta relación.

Marco teórico: La justificación de este estudio se enmarcó dentro del marco teórico de la autodeterminación que se centra en el comportamiento controlado en el rendimiento académico y dentro del marco teórico de la autoeficacia que se basa en la creencia en la propia capacidad para completar tareas u objetivos específicos.

Métodos: Este estudio utilizó una metodología cuantitativa mediante la adopción de medidas estandarizadas que incluían una encuesta de 27 ítems sobre motivación académica y un instrumento de 10 ítems sobre autoeficacia. El constructo de rendimiento académico se midió mediante una nota media autoinformada de los estudiantes y se diseñó un cuestionario de estatus socioeconómico para el propósito de este estudio. La recogida de datos se realizó en línea a través de la plataforma online Qualtrics.

Resultados y conclusiones: Los resultados mostraron que existía un efecto estadísticamente significativo de la autoeficacia sobre la motivación extrínseca e intrínseca. Los resultados revelaron que no existía una correlación significativa entre el rendimiento académico y la autoeficacia o la motivación académica, ni entre las puntuaciones del estatus socioeconómico y todas las variables.

Implicaciones de la investigación: Las conclusiones de este estudio tienen implicaciones prácticas para los administradores universitarios y los investigadores centrados en la permanencia de los estudiantes en las
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Universidades y sus logros académicos. Demuestra que la motivación académica de los estudiantes para alcanzar sus objetivos académicos depende en gran medida de su autoeficacia percibida.

**Originalidad/valor:** En el estudio participaron 85 estudiantes universitarios del departamento de psicología y del departamento de lengua inglesa. La novedad de este estudio es que examinó a estudiantes universitarios de habla albanesa, que es una población muy poco representada en este ámbito de estudio.

**Palabras clave:** Autoeficacia, Motivación Extrínseca, Motivación Intrínseca, Rendimiento Académico, Estudiantes Universitarios.

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1 INTRODUCTION

University education marks a time of change of students’ lives, with high levels of stress and reduced levels of academic support compared to secondary school (Hartley, 2011). Motivation is an important means for achieving success which at the same time is the main goal of university students. Motivation in educational settings has been referred to as academic motivation and is a factor which is repeatedly linked to completion of studies (Kaufman, Agars & Lopez-Wagner, 2008). Almost all of the students are demotivated to study, to attend classes regularly, to complete homework and activities on time. It has been shown that students who do not have academic motivation face difficulties during their studies and low academic achievement in the lecture process (Helga Graciani Hidajat, 2023). Thus, there is a general consensus that students need academic motivation to achieve academically.

2 LITERATURE REVIEW

When students' academic motivation is enhanced, this drives them to participate in lecture activities by making more efforts to comprehend the subject (Yu S., 2018). Academic motivation also helps students carry out the learning evaluation process independently and diligently while attending lectures. Academic motivation has been extensively studied in the area of psychology and education and thus different theories were developed. One theory that investigates the role of controlled behavior in academic performance is the self-determination theory (Deci & Ryan, 1985; Deci, Vallerand, Pelletier, & Ryan, 1991). When applying self-determination theory to academic motivation, two primary types of academic behavior emerge intrinsic and extrinsic motivations (Cokley, 2003). Intrinsic motivation stems from a desire to
grow as an individual, driving them to engage in learning activities (Vallerand et al., 1992). Students’ enjoyment when they learn new things is an example of intrinsic motivation (Isiksal, 2010). Extrinsic motivation is academic motivation derived from external sources including gifts, environmental rewards, praise, and recognition (Vallerand et al., 1992). It represents the desire to conduct academic activities for a reward or esteem, such as obtaining employment (McGeown, Putwain, Simpson, Boffey, Markham & Vince, 2014). Academic motivation is an important dimension of both intrinsic and extrinsic motivation. As a dimension of intrinsic motivation, it is linked with creative thinking a sense of pride, and self-evaluation. On the other hand, as a dimension of extrinsic motivation, academic motivation includes factors such as culture, perception, and values of learning on which a person has been growing up.

Even though academic motivation depends on various social and family factors, different research shows a significant relationship between academic motivation and self-efficacy (Kilicoglu, 2018; Pajares, 1996; Otomoy, 2023; Titrek et al., 2018). Self-efficacy is basically about believing in one's ability to complete activities and achieve goals (Bandura, 1997). It is an individual's belief in their capacity to undertake a specific activity or task to achieve desired results. Students who can self-regulate their learning and set themselves various motivating objectives are also found to have high levels of self-efficacy (Zimmerman, 2000).

One of the most distinguished theories about self-efficacy and its impact on academic motivation is Albert Bandura's. His notion of self-efficacy is based on belief in one's ability to complete specified tasks or goals. According to Bandura (1997), if a person believes they can complete a task effectively, they are more inclined to work hard and persevere in the face of obstacles. Also, high perceived self-efficacy affects academic motivation considerably and positively (Bandura, 2001). This shows that self-efficacy should be closely examined when attempting to understand students’ academic motivation. The relationship between self-efficacy and academic motivation has also been empirically supported. Pintrich and Schunk (1996) posited that students with high self-efficacy put more effort into tasks to further the development of their skills and promote their capabilities. Furthermore, the idea that self-efficacy beliefs are essential for academic performance and perseverance is reinforced by research conducted by Quiroga et al. (2013) and Alivernini and Lucidi (2011) who found that students who have confidence in their abilities are more likely to adjust well academically, even in the face of obstacles. Furthermore, students with a high sense of self-efficacy have an impact even in the collective experiences, and it is the result of collective experiences, beliefs, and insights from a particular community group, which then forms that community's identity (Komang Surya et al., 2024). This community identity helps in the development of the own
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self-efficacy and identity There are several reasons why local wisdom plays a vital role in shaping the character of a society. Students with low self-efficacy have a tendency of avoiding new tasks that may assist them in learning a new skill. For example, Soner (2019) tested 588 university students in Turkey and found that academic self-efficacy was a significant predictor of academic motivation. Furthermore, self-efficacy influences cognitive functioning through its impact on self-satisfaction with personal development and the demands of the goals selected (Tabernero & Hernandez, 2011).

When differentiating between the two types of motivation, extrinsic and intrinsic, Liao and colleagues (2014) found that in a sample of 310 college students in New York both intrinsic and extrinsic motivation highly correlated with self-efficacy measures. However, another line of research suggests that self-efficacy is more related to intrinsic rather than extrinsic motivation. For example, Khalaila (2015) found that students who perceived themselves as academically self-efficacious had high intrinsic motivation. Similar findings were also reported by Alivernini and Lucidi (2011), showing that high self-efficacy affects academic performance and intrinsic academic motivation in students. Howey (1999) found that the underprepared students he studied were more extrinsically motivated but had low self-efficacy beliefs, in contrast to the academically prepared subjects who were more intrinsically motivated and had high self-efficacy. Overall, empirical findings suggest a significant relationship between the self-efficacy and academic motivation but different studies report different results with respect to whether self-efficacy predicts intrinsic or extrinsic motivation.

Self-efficacy and academic motivation have also been studied with constructs such as persistence, academic achievement goals, and academic adjustments. For example, Ramos Sanchez and Nicols (2007) examined 192 college students using measures of self-efficacy, general status, and college adjustment and found that students with high self-efficacy adjusted better to college. Academic achievement is an important construct in the relationship between self-efficacy and academic motivation according to Bandura (1997) people’s actions and behaviors are guided by their beliefs about how successful they can be in performing a task. People not only need to have the skills and knowledge to execute a task successfully, but they also need to have a certain level of expectation for success (Ramos Sanchez & Nicols, 2007). Academic achievement is usually a goal that students set for themselves as they commence their studies, thus it could very well be that academic achievement could play an important role in the way students perceive their self-efficacy and get motivation to achieve this goal. Significant relationship between self-efficacy and academic achievement was found in a study examining a sample of Norwegian undergraduate psychology students. Because academic
achievement positively affects students in a variety of ways including, intellectual skills, and personal motivation (Pascarella and Terenzini 2005) it could be that students’ academic achievement influences their personal beliefs about their performance and in turn their academic motivation. Thus, in an attempt to understand the relationship between self-efficacy and motivation in university students, it is important to look at the effect of academic achievement.

While within the field of education, there is evidence of a strong positive relationship between student self-efficacy and academic performance, as well as a significant relationship between self-efficacy and academic performance, findings in the role of academic achievement in the relationship between self-efficacy and academic motivation are scarce. Additionally, while the relationship between self-efficacy and academic motivation has been cross-culturally studied, to our knowledge there are no studies examining it in the Albanian speaking population.

This study aimed to better understand if students’ academic motivation is significantly underpinned by their self-efficacy. In this context, we asked two main questions:

What is the direct relationship between students’ self-efficacy and their extrinsic and intrinsic academic motivation?

Is the relationship between self-efficacy and academic motivation mediated by students’ academic achievement?

Based on the existing literature, It was hypothesized that self-efficacy would significantly predict extrinsic and intrinsic motivation and that this relationship would be mediated by students’ academic achievement. The novelty of this research is that this study measures not only the direct relationship between self-efficacy and academic motivation but also the mediating role of academic achievement. Furthermore, this study measures this relationship in Albanian-speaking students, which is a highly underrepresented population in this area of study.

3 METHODOLOGY

Data were collected at the University for Business and Technology, a private higher education institution in Prishtina Kosovo. In total 85 students participated in the study, among whom, 31% were second semester sophomores, 29% second semester sophomores, 34% first semester juniors and 6% second semester juniors. Students’ average age was 20.02, ranging from 18 to 28 years, among whom 83% were between 18 and 20 years of age and 17% were above the age of 21. 58% of participants were psychology students, 42% English
language students with 10% male and 90% female students. 74% reported to be living in the city and 26% in villages of the country.

To measure students’ self-efficacy we used the Student Self-Efficacy Scale (SSE) which was developed by Schmitz and Schwarzer (2013). This scale was developed on the basis of the Teacher Self-efficacy scale which was initially developed by the authors to reflect the role of a student instead of teacher’s role. This is a ten-item instrument which relates to four major areas of students’ skills: a) academic performance, b) skill and knowledge development, c) social interaction with faculty, and d) coping with academic stress. An example of one of the items in the scale is: , “I am convinced that I am able to successfully learn all relevant subject content even if it is difficult”. The scale is answered on a four-point response format: not at all true (1); hardly true (2); moderately true (3); exactly true (4). Authors reported high validity of the measure as scores on a scale were strongly correlated to a related criterion or scale at the same point in time. Cronbach alpha coefficient of the scale was calculated as .73.

Academic motivation was measured by the Academic Motivation Scale (AMS; Vallerand & Bissonnette, 1992). The original version of the measure was adapted in Albanian language and used for this purpose of this study. This measure includes 28 items divided into 7 subscales with four items each, scored on a Likert scale from 1 (no agreement) to 7 (total agreement). A student indicates the agreement with a statement, allowing the calculation of each type of motivation based on the items linked with the proposed theoretical construct. The AMS measures three aspects of motivation: Intrinsic motivation IM (doing things out of the enjoyment from the task itself), Extrinsic motivation (doing things for an external benefit or reason), and a lack of motivation, names as Amotivation (Vallerand & Bissonnette, 1992).

As an academic achievement indicator we used the students’ self-reported average grade. Average grade is considered a good predictor of academic performance (Kuncel et al., 2005; Robbins et al., 2004). Socio Economic Status measure was administered to gather information on students’ age, gender, field of study and family background.

Initially the researchers of the present study obtained an ethics approval from the research committee of the institution. After obtaining the approval, faculty members from the school of Psychology and English language were contacted and asked if they would allow the researcher to attend their class and recruit students. The researcher then attended classes, in which they explained the study, and asked students to fill out questionnaires provided in a link through the Qualtrics platform. The students were told that if they did not want to participate, they could withdraw from the survey. They were encouraged to answer all survey questions and answer the questions in the link. All filled in questionnaires contained no missing data.
4 RESULTS

The To answer the two research questions of this study, three different types of analyses were conducted. We ran descriptive statistics to understand all the scores across all measures. Pearson correlations were run to understand how the dependent and independent variables are related to each other. Linear regression analyses were run to measure the direct and indirect relationship between the variables. We first present the scores of each variable (i.e. intrinsic motivation, extrinsic motivation, amotivation, self-efficacy) by providing the mean scores and the verbal interpretation of the scores. These analyses help us to gain a general overview of Kosovo students’ academic motivation and self-efficacy. We then present the descriptive statistics of all the variables. In the subsequent section, we present the correlation analyses and regression.

Participants' intrinsic motivation: Table 1 reveals that the participants obtained a total mean score ranging from 4.80 to 5.90. Moreover, their mean score in the item: ‘For the ‘high’ feeling that I experience while reading about various interesting subjects’ is significantly high (5.4).

Table 1
Intrinsic Academic Motivation- Scores (means and verbal interpretation of the score)

<table>
<thead>
<tr>
<th>Intrinsic Motivation</th>
<th>Mean</th>
<th>Verbal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Because I experience pleasure and satisfaction while learning new things</td>
<td>5.8</td>
<td>High</td>
</tr>
<tr>
<td>2. For the intense feeling I experience when I am communicating my own ideas to others.</td>
<td>4.9</td>
<td>Above aver.</td>
</tr>
<tr>
<td>3. For the pleasure, I experience while surpassing myself in my studies</td>
<td>5.8</td>
<td>High</td>
</tr>
<tr>
<td>4. For the pleasure, I experience when I discover new things never seen before.</td>
<td>4.9</td>
<td>Above aver.</td>
</tr>
<tr>
<td>5. For the pleasure that I experience when I read interesting authors.</td>
<td>5.6</td>
<td>High</td>
</tr>
<tr>
<td>6. For the pleasure that I experience while I am surpassing myself in one of the personal accomplishments</td>
<td>5.7</td>
<td>High</td>
</tr>
<tr>
<td>7. For the pleasure I experience in broadening my knowledge about subjects which appeal to me.</td>
<td>4.8</td>
<td>Above aver.</td>
</tr>
<tr>
<td>8. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.</td>
<td>4.8</td>
<td>Above aver.</td>
</tr>
<tr>
<td>9. For the satisfaction, I feel when I am in the process of accomplishing difficult academic activities.</td>
<td>5.9</td>
<td>High</td>
</tr>
<tr>
<td>10. Because my studies allow me to continue to learn about many things that interest me.</td>
<td>5.4</td>
<td>High</td>
</tr>
<tr>
<td>11. For the ‘high’ feeling tat I experience while reading about various interesting subjects</td>
<td>5.1</td>
<td>High</td>
</tr>
<tr>
<td>12. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.</td>
<td>5.1</td>
<td>High</td>
</tr>
</tbody>
</table>
Participants' extrinsic motivation: Table 2 reveals that the participants obtained a total mean score ranging from 4.80 to 5.90. This result concludes that students' extrinsic motivation is high and above the average. The three last items of this scale (10, 11, and 12) have scores above the average.

**Table 2**

*Extrinsic Motivation Mean Score and Verbal Interpretation.*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Verbal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5.8</td>
<td>High</td>
</tr>
<tr>
<td>2.</td>
<td>5.9</td>
<td>High</td>
</tr>
<tr>
<td>3.</td>
<td>5.8</td>
<td>High</td>
</tr>
<tr>
<td>4.</td>
<td>5.8</td>
<td>High</td>
</tr>
<tr>
<td>5.</td>
<td>5.4</td>
<td>High</td>
</tr>
<tr>
<td>6.</td>
<td>5.6</td>
<td>High</td>
</tr>
<tr>
<td>7.</td>
<td>5.6</td>
<td>High</td>
</tr>
<tr>
<td>8.</td>
<td>5.9</td>
<td>High</td>
</tr>
<tr>
<td>9.</td>
<td>4.9</td>
<td>Above aver</td>
</tr>
<tr>
<td>10.</td>
<td>4.9</td>
<td>Above aver</td>
</tr>
<tr>
<td>11.</td>
<td>4.8</td>
<td>Above aver</td>
</tr>
<tr>
<td>12.</td>
<td>4.9</td>
<td>Above aver</td>
</tr>
</tbody>
</table>

Note: scored on a Likert scale from 1 (no agreement) to 7 (total agreement). Higher scores indicate higher motivation.

Participants' amotivation: Table 3 reveals that participants obtained a total mean score ranging from 1.6 to 2.3. This result concludes that students' amotivation is low and that they don't feel unmotivated to pursue their university degrees. Note that a lower score on this scale indicates higher motivation.

**Table 3**

*Amotivation Mean Score and Verbal Interpretation.*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Verbal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honestly I don’t know, I really feel that I am wasting my time in school.</td>
<td>1.7</td>
<td>Low</td>
</tr>
<tr>
<td>I once had good reasons for going to college, however, now I wonder whether I should continue.</td>
<td>2.3</td>
<td>Low</td>
</tr>
<tr>
<td>I can’t see why I go to college and frankly, I couldn’t care less</td>
<td>1.6</td>
<td>Low</td>
</tr>
<tr>
<td>I don’t know, I can’t understand what I am doing in school</td>
<td>1.6</td>
<td>Low</td>
</tr>
</tbody>
</table>

Note: scored on a Likert scale from 1 (no agreement) to 7 (total agreement). Lower scores indicate higher motivation.
Participants' self-efficacy: Table 4 reveals that the participants obtained a total mean score ranging from 3.1 to 5.9. This result shows that students perceive high levels of self-efficacy during their studies.

**Table 4**

*Self-Efficacy Mean Score and Verbal Interpretation of the Mean Scores.*

<table>
<thead>
<tr>
<th>Student Self-efficacy items</th>
<th>Mean</th>
<th>Verbal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am convinced that I can successfully learn all relevant subject content even if it is difficult.</td>
<td>3.4</td>
<td>High</td>
</tr>
<tr>
<td>2. I know that I can maintain a positive attitude toward this course even when tensions arise.</td>
<td>3.3</td>
<td>High</td>
</tr>
<tr>
<td>3. When I try hard, I can learn even the most difficult content.</td>
<td>3.5</td>
<td>High</td>
</tr>
<tr>
<td>4. I am convinced that, as time goes by, I will continue to become more and more capable of learning the content of this course</td>
<td>3.6</td>
<td>High</td>
</tr>
<tr>
<td>5. Even if I get distracted in class, I am confident that I can continue to learn well.</td>
<td>3.4</td>
<td>High</td>
</tr>
<tr>
<td>6. I am confident in my ability to learn, even if I am having a bad day.</td>
<td>3.1</td>
<td>High</td>
</tr>
<tr>
<td>7. If I try hard enough, I can obtain the academic goals I desire.</td>
<td>3.6</td>
<td>High</td>
</tr>
<tr>
<td>8. I am convinced that I can develop creative ways to cope with the stress that may occur while taking this course.</td>
<td>3.1</td>
<td>High</td>
</tr>
<tr>
<td>9. I know that I can stay motivated to participate in the course.</td>
<td>3.6</td>
<td>High</td>
</tr>
<tr>
<td>10. I know that I can finish the assigned projects and earn the grade I want, even when others think I can’t.</td>
<td>3.1</td>
<td>High</td>
</tr>
</tbody>
</table>

Note: The scale is answered on a four-point response format: not at all true (1); hardly true (2); moderately true (3); exactly true (4). Higher scores indicate higher levels of self-efficacy.

4.1 DESCRIPTIVE STATISTICS

**Table 5**


<table>
<thead>
<tr>
<th>Task</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td>10</td>
<td>40</td>
<td>34.2</td>
<td>4.68</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>15</td>
<td>63</td>
<td>51.1</td>
<td>9.8</td>
</tr>
<tr>
<td>Intrinsic Motivation</td>
<td>22</td>
<td>63</td>
<td>59.4</td>
<td>13.6</td>
</tr>
<tr>
<td>Amotivation</td>
<td>4</td>
<td>27</td>
<td>7.4</td>
<td>5.4</td>
</tr>
</tbody>
</table>
Pearson correlation between variables: The statistical analysis of data in Table 6 reveals a significant relationship between self-efficacy and intrinsic motivation \((r=.58)\) and a significant positive correlation between self-efficacy and extrinsic motivation \((r=.49)\) with an associated probability value of 0.01 alpha-level of significance. The correlation analyses showed no significant relationship between academic achievement and self-efficacy and motivation \((r=0.51)\).

**Table 6**

*Correlational Analyses Between the Four Variables.*

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-efficacy</td>
<td>1</td>
<td>.490**</td>
<td>.582**</td>
<td>0.054</td>
</tr>
<tr>
<td>2. Extrinsic M.</td>
<td>.490**</td>
<td>1</td>
<td>.639**</td>
<td>-.223*</td>
</tr>
<tr>
<td>3. Intrinsic M.</td>
<td>.582**</td>
<td>.639**</td>
<td>1</td>
<td>0.051</td>
</tr>
<tr>
<td>4. Average grade</td>
<td>.54</td>
<td>0.051</td>
<td>0.051</td>
<td>1</td>
</tr>
</tbody>
</table>

Linear regression analyses were conducted to test the two research questions of this experiment: 1) What is the direct relationship between students’ self-efficacy and their extrinsic and intrinsic academic motivation? 2) Is the relationship between self-efficacy and academic motivation mediated by students’ academic achievement? Only variables that were significantly correlated were entered in regression analyses. Academic achievement was not entered as it initially did not correlate with any of the motivation measures.

**Table 7**

*Regression Analyses*

<table>
<thead>
<tr>
<th>N= 85</th>
<th>Model 1</th>
<th>Variable</th>
<th>R²</th>
<th>Final β</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Extrinsic Motivation</td>
<td>.26</td>
<td>.51*</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intrinsic Motivation</td>
<td>.27</td>
<td>.49*</td>
<td>.00</td>
</tr>
</tbody>
</table>

Note. Standardized beta values are given for the final model with significant predictors. ** p < .01.

For the entire sample \((N=85)\) a significant regression equation was found between self-efficacy and extrinsic motivation \(((F (3.14) = 23.47; p<.01))\) with an \(R^2\) of .26. Extrinsic motivation \((\beta = .51, p<.001)\) and a significant regression equation was found between self-efficacy and intrinsic motivation \(((F (2.69) = 19.45; p<.01))\) with an \(R^2\) of .27 \((\beta = .49, p<.001)\). Self-efficacy significantly predicted both extrinsic and intrinsic motivation.
5 DISCUSSION

It This study aimed to better understand if self-efficacy drives university students’ academic motivation. It asked two main questions. The first question asked what is the relationship between self-efficacy and academic motivation in university students. The second question was to examine whether the relationship between self-efficacy and academic motivation is mediated by students’ academic achievement.

Two main findings can be drawn from this study. First, self-efficacy significantly predicts both, extrinsic and intrinsic motivation in students. This finding confirms our hypothesis on the relationship between self-efficacy and motivation and it demonstrates that university students are intrinsically and extrinsically motivated to pursue their degree and that their perceived self-efficacy drives their academic motivation. It could thus plausibly be that the more they believe in their capacity to undertake their academic tasks, the better motivated they are to complete their university studies. Moreover, their beliefs in their capacity to perform their academic task influences not only their expectations to find better jobs in the future but also their inner satisfactions that they gain from reading various resources and subjects. This is important as a higher level of self-efficacy as a self-regulatory mechanism (see Bandura, 2001) allows students to take ownership of their learning and have an interest in what they learn. In the contrary low levels of self-efficacy make students passive and inattentive to the learning process (Cera et al., 2013).

This finding is generally consistent with the majority of the empirical findings suggesting that academic self-efficacy is associated with the academic motivation of the students and that the higher the self-efficacy score the higher the academic motivation score (e.g. Gao et al., 2011; Kharameh, 2018, Klassen et al., 2010; Liao et al., 2014; Pintich & De Groot, 1990; Prat-Sala & Redford, 2010; Schunk, 1991). The influence of self-efficacy to extrinsic motivation shows that nowadays for students to be extrinsically motivated by the future earnings potential of a college degree it is of utmost important to have a positive perception for themselves and their capabilities to achieve their goal. The more they believe in their abilities to pursue their qualification the better they can persevere in the difficult tasks they face in their classes. This in turn will allow them to successfully pass the exams and approach their completion of studies and the entrance in labour market (see also Adamma, Ekwutosim, & Unamba, 2018). More importantly, the results of the present study, similar to the majority of the findings in this field of study, demonstrate that self-efficacy is an important determinant of students’ intrinsic motivation which would ultimately make
them stay self-determined and maintain consistency among their academic journey. This is an interesting finding, as it could plausibly suggest that feeling self-efficacious could allow students enjoy their academic activities by reading additional resources or participating in various discussion groups. Overall, this study shows that self-efficacy could be an important driving force for Kosovo students to achieve their goals regardless of the circumstances they may face. This finding is consistent with the finding of the study examining university students in Teheran (Amrai et al., 2011).

The second finding of this study shows that academic achievement does not correlate with any of the constructs. This finding is incongruent with our hypothesis that academic achievement would play an important role in the association between self-efficacy and academic motivation. The results of the study showed no significant correlation between academic achievement and self-efficacy suggesting that the average grade does not influence students’ beliefs about their skills and abilities to solve their academic tasks. This finding contrasts with the finding from a study examining university students in Turkey which demonstrated that self-efficacy predicted students’ academic achievement (Köseoğlu, 2015). Furthermore, self-efficacy made a small contribution to academic achievement in a sample of university students in New Zealand (Brown et al., 2016). The current results further suggest that the average grade of students does not influence their intrinsic or extrinsic academic motivation. Izuchi & Onyekuru (2017) examined 528 college students and found that academic achievement and academic motivation correlated significantly and positively, indicating that the level of average grade could have an impact on students’ academic motivation. It seems plausible to suggest that for Kosovo students, academic motivation is not built on the level of academic success but in the contrary, it is the academic motivation that builds on their academic achievement. However, it must be noted that the incongruent findings could also be due to different instruments used to measure each of the constructs. For example, in the study of Brown et al., (2016) the self-efficacy items were modified to focus on participants’ perceptions of their competence to complete work specific to their academic major. Similarly in the study of Izuchi & Onyekuru (2017) the self-efficacy measure was also measuring self-regulated skills in students. The current study used the self-efficacy measure developed by Schmitz & Schwarzer (2013) which measures major areas of students’ skills such as skill and knowledge performance and coping with academic stress which is in line with the general aim of the study.

The findings of this study have practical implications for university administrators and researchers focused in students’ retention in universities as motivation could be a driving
force for students to retain their studies. As supported by previous empirical findings, students who consider dropping out of university have a significantly lower sense of belonging than those who had not considered leaving their studies before completion and that their sense of belonging is positively correlated to students’ motivation (Kelly et al., 2024). The present findings could also be applied in the practical context within universities when in attempt to fostering collaborative work between students in terms of academic performance as it could very well be influenced by students’ student satisfaction and motivation (Amar & Amar, 2024). This is important as the results suggest that when students are sufficiently motivated, they are more likely to continue their studies. Overall, the findings of the current study demonstrate high levels of academic motivation and self-efficacy in Kosovo undergraduate students and more importantly the results suggests that self-efficacy is a significant predictor of their extrinsic and intrinsic academic motivation.

6 CONCLUSIONS

The contribution of the findings from the present study to the literature is twofold.

Firstly, they show that academic motivation, both intrinsic and extrinsic, is significantly underpinned by self-efficacy in university students of Kosovo. Secondly, academic motivation and self-efficacy in Kosovo students is generally high though there is not effect of academic achievement to their academic motivation or self-efficacy.

REFERENCES


Prat-Sala, M., & Redford, P. (2010). The interplay between motivation, self-efficacy, and approaches to studying. British Journal of Educational Psychology, 80(2), 283-305.


