

Examining the Relationship between Self-Efficacy, Locus of Control and Academic Achievement of Students – Girls and Boys- in Secondary School of Rustam City

Zahra Razmefar

Department of Educational Psychology, Shahid Chamran University, Ahvaz, Iran

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ABSTRACT

The purpose of this study is to determine the relationship between roles of self-efficacy and locus of control in academic achievement. The sample consisted of 305 students –girls and boys- from 3rd grade of secondary school in Rustam city who were selected by random sampling method step by step. Participants completed the self-efficacy and locus of control questionnaire.

To assess the variables under study in this research, the self-efficacy questionnaire of Pintrich and de Groot was used in order to measure the control locus in control locus questionnaire of Strickland and Nowiki. Also the third-year GPA was used as academic achievement.

For statistical analysis of data, Pearson correlation and multiple variable regression methods were used. The results of research showed that there is a positive and significant relationship between self-efficacy variables and academic achievement, while there is a negative and significant relationship between locus of control and academic achievement. Also the results of regression analysis showed that among the predictive variables, self-efficacy has a major role in explaining the educational attainment.

Zahra Razmi Far¹

KEYWORDS: academic achievement, self-efficacy, locus of control

INTRODUCTION

Nowadays, almost all those who are in favor of development and reform begin with Education and training system anywhere in the world. So it is essential to apply some changes in many aspects of education and training, especially about the role of student in teaching-learning process. Hence the educational system in any country is seeking to identify effective factors on learning-teaching process and it takes steps for growth and excellence of these processes and strategies for achieving to the desired goals. No doubt that in education system of any country, the rate of academic development of students is the indicator of success in scientific and educational activities, students' academic achievement and examining the factors affecting it is an important issue that devoted a major part of the educational sciences studies to it.

Because any educational system is constantly evaluating by experts in order to achieve the best conditions and results and to eliminate deficiencies and obstacles throughout the process of education and training and the efficient use of inputs, and ultimately the product of education systems are also graduates who are qualified with some features, then academic achievement can be one of the most important and most objective criteria to evaluate the effectiveness of training systems (Mehrafrvz and Shahraray, 2002). Among the various approaches selected to investigate the determinant factors of educational attainment, there are two major approaches which has been introduced in few recent years and it stresses on the processes affecting academic performance. In the first approach, the influence of family environment on achievement processes have been proposed and in the second approach which is applied in this study, speaks about specific processes of students such as self-regulation and self-efficacy (Fouladchang and Latifian, 2002).

Relationship of self-efficacy and academic achievement

Considering the motivational aspects, including self-efficacy, self-worth and emotional response is one of the important issues in the field of educational planning and academic achievement, and it's most important aspect is a relatively new concept called self-efficacy (Teimurifard,2009). Self-efficacy refers to the belief and view of a person in his ability to perform a specific task (Bandura, 1997). One of the main

¹. academic achievement; Graduated in Educational Psychology

reasons among the complex causes in failure of education is the student's attitude to himself and his ability and this attitudes and interpretations about his abilities was a basis for Bandura's theory of self-efficacy.

Bandura (1997) believes that children who believe that they are capable to carry out a task, indeed they succeed and students who are satisfied with their abilities and themselves, they are most likely to go on the success way. On the contrary, those students who are confronted with a variety of attitudes toward themselves and their capabilities would fail. Individuals who have high perception of self-efficacy, resist more in doing homework, they are not afraid of situations and they choose high level goals for themselves. Effort and persistence in a task that will lead to success cause to increase in their confidence and would go up the motivation of these people, and in next situations they will start new behaviors with a belief that they are able to success (Bandura and Shank 1981, quotes of Hekmati Nejad, 2001).

According to Bandura's social learning theory, self-efficacy beliefs influence on people's choices and a flow of actions they follow. Individuals tend to do work that they have sense of reliability about them and those that have the ability to do and they avoid works which they have not such feelings toward them. Self-efficacy beliefs determine how people try to conduct their activities and how much they resist against the obstacles (Pajars and Shank, 2001). Considering that Bandura (1997, 1982,1996) Believes that self-efficacy is related to academic achievement and how sensitive people have more efficacy, they are more successful in doing homework. By identifying students with low self-efficacy can influence on their academic performance by compensatory education; sort assignments from easy to difficult so that students feel strong to perform the duties. Recent research findings indicate the impact of motivational factors on different levels of educational attainment in students in terms of scholastic aptitude and age in different cultures. Latifian results (2003) suggest an immediate impact of self-efficacy on academic achievement and it has a positive relationship with academic achievement in mathematics (quoting from Teimurifard, 2009).

Motivational Strategies are important factors that enable students to organize their own behavior and environment that this organizing in turn directly effects on their perceptions of academic performance. When a student review his academic performance and it is determined that he was underactive in his performance, these shortcomings will be motivating factor in his self-efficacy, and self-efficacy in turn could select the right strategies and as a result lead to an optimum performance (Zimmerman and Martinez Pons, 1990, quoted by Asemian, 2005).

In a study, the role of perception of self-efficacy for learning self-regulation and its impact on academic achievement in a sample of high school students were investigated, and this result obtained that whatever self-efficacy and self-regulation is greater, the test scores of students will be higher (Kaprra, Fida, Vecchione, Dell Bove and Giovann, 2008). Also in a research carried out with 15 year old students in 33 countries, the researchers using a structural equation model concluded that there is a mutual and reciprocal determinism between self-efficacy and math performance that are beyond the national and cultural barriers (Williams and Williams, 2010).

The relationship between locus of control and academic achievement

Locus of control structure was first entered into the psychological terms with a scientific method by Fars (1957 and Rotter 1966 quoted by Mahmoudi,1385). This structure, in the study related to motivation has achieved a theoretical and scientific importance increasingly. Structure of locus of control has rooted in social learning theory. In this theory, reinforcement is known as a determinant of behavior and perception about the source of this enhancement is an essential element in determining behavior (Rotter, 1966). Locus of control in communication with and education and dependent variables can be studied and reviewed as an important indicator in predicting successes, failures and academic failures of students. Notion of locus of control means that people believe whether controlling events in life is internal or external (Rotter, 1975). People who are specified with personality variables of internal locus of control believe that success or failure depends on their effort or ability. But those with an external locus of control argue that other factors such as luck or task difficulty led to their success or failure (Slaven, 2003). About the locus of control, teachers and coaches should focus on changing the locus of control from outside to inside, so people accept the responsibility of their action and on the other hand, as locus of control is related to many people's psychological characteristics such as self-esteem, anxiety, stress, depression, the persistent and perseverance in work and physical and psychological health, then formation of an internal locus of control as an important structure of personality has been introduced, which consistency and psychological health of community depends on its correct orientation in person (Mahmoudi, 2006). Examining the relationship between locus of

control and academic achievement suggests that there is a relationship between locus of control and academic achievement. For instance (Maqsd, 1991) in examining the relationship between locus of control and self-esteem and academic achievement concluded that there is a significant relationship between locus of control and academic achievement. Researches of Findley and Cooper(1983) also confirm the above mentioned findings. They concluded that internally people know successful(good grade)as the product of ability and effort, and those with external locus of control would relate the getting scores to luck and fortune. Internal people attempt more than the exteriors getting score (successful), also internals comply better with conditions than the exteriors. Research conducted in Iran shows the relationship between locus of control and academic achievement. Biabangard 1991, quoted from Suleiman Nejad, 2000 showed that students with internal locus of control have greater achievement. According to Meyer(1993, quoted by Suleiman Nejad, 2000) some students attribute success and failures to factors such as assignment difficulties that are beyond their control. External Locus of Control and Success or failure Documentation to factors out of the individual's control could have consequences such as lack of responsibility and thereby reduced effort. AlsoTalla (2007) in a research conducted with pupils in Nigeria concluded that the locus of control is a good predictor for academic and social behavior.

Specific look of this study is thanks to the studies conducted in order to determine the relationship between self-efficacy, locus of control and academic achievement in third grade male and female students in the secondary school in city of Rustam. Thus the hypotheses of the research are as follows:

1. There is a relationship between self-efficacy and academic achievement.
2. There is a relationship between locus of control and academic achievement.
3. There is a multiple relationship between self-efficacy, locus of control and academic achievement.

Method of the research

The method of the research is the descriptive - correlative due to the nature of subject and research goals. Descriptive because the aim of conducting this kind of research is an objective, real and regular description of the characteristics of a situation. (Naderi and Seif Naraghi, 1999) and correlative because the researcher studies the self-efficacy, locus of control and educational achievement of Students without manipulating the relationship in two or multiple variables (Gal, translated by Nasr, 2005).

Population, sample and sampling method

The statistical population of this study is all third-year students in secondary school of Rustam city in the academic year 2011-2012. Total number of the population was 1497, of which 850 were female and 647 were male that based on table of Cerjis and Morgan (1970) 306 were selected by stage random sampling. Such that in the first stage, from 32 schools for girls and boys, 6 girls and 4 boys schools were selected randomly and in the second stage, in proportion of the number of students of each school, sample students were randomly selected. Due to partial completion of questionnaires, statistical analysis was conducted on 301 people in this sample and 5 were excluded.

Frequency and percentage of research sample subjects who have completed and returned the questionnaire is given in Table 1-3.

Table 1-3 Frequency and percentage of research sample

Sex	Number	Percent
Girl	161	54%
Son	140	46%
Total	301	100%

As shown in Table 1-3, 54% Percent of samples are girls and 46% of which are male.

Research Tools

Self-efficacy Questionnaire

The subscales are taken from motivation questionnaire for learning which is made by Pintrich and de Groot (1990). This questionnaire is for 9 items which is adjusted in 5 degrees from totally agree to totally disagree. In these items, the score of the options are as follows: totally agree (score 5), agree (score 4), No idea (score 3), Disagree (score 2) and fully disagree (score 1). Minimum score in the scale is 9 and the maximum is 45 (Teimurifard, 2009).

Validity of self-efficacy questionnaire

Pintrich and De Groot (1990) obtained the reliability of the scale using Cronbach's alpha coefficient 0.89. Also Alborzi and Samani Researches (1999) used retest method to study the reliability of the questionnaire that the coefficient obtained was 0.76. Alborzi and Seif (2002) in their researches have reported the Cronbach's coefficient 0.82 for self-efficacy subscale. In the present study, Cronbach's alpha method was used to calculate the reliability of this questionnaire that using this method; the reliability coefficient was 0.79. Coefficients obtained in this study showed good reliability of this questionnaire.

Validity of Self-efficacy questionnaire

The validity obtained from the correlation coefficient of this scale was 48% by intrinsic value subscale and by learning self-regulation (Pintrich and De Groot, 1990) was 46%. In order to determine the validity of the correlation with intrinsic value was 52%, with component of the Learning Strategies was 36% and with self-regulation 45%, that all were in 1/0 significant level (Alborzi and Samani, 1999). Also validity is reported as a criterion obtained from correlation coefficient with the intrinsic value 32%, using learning strategies 27% and with self-regulation 27% (Alborzi and Seif, 2002). In the present study, the confirmatory factor analysis was used to assess the validity of this questionnaire that the correlation between self-efficacy questions of the questionnaire and whole the self-efficacy questionnaire was 43% indicating the adequate validity of the questionnaire.

Locus of Control Scale

In order to measure this variable from the locus of control scale of Nowiki-Strickland (1973), (25 questions form) was used. The scale of Nowiki-Strickland is a paper-pencil scale consists of 40 words. These scales have two options (yes) or (no) scores ranging (0-1). Some of the terms in above scale have a positive direction (external control) and some of its terms have the negatives (internal control), which could be performed both individually and as a group. The above scale is made based on Rotter's definition of controlling the internal – external amplification. Its statement or terms describes the strengthening position by interpersonal and motivational factors such as achievement, affiliation and acceptance of individuals in the group. The total score of scale is the total numbers of terms which are responded to in external control direction. Therefore, whatever the subject's score is more; the person will have a more external locus of control (Nowiki and Strickland 1973, quoted by Mahmoudi, 2006).

Locus of Control Scale Reliability

Producers of this scale have been employed several methods to determine its reliability and validity. Retest reliability is reported with an interval of six weeks on the different age groups, between 63/0 to 71/0. They also have reported alpha reliability using the Spearman-Brown formula for the different age groups between 63/0 to 81/0 (ibid.).

Nowiki and Strickland reliability of the locus of control was conducted in two ways with 25 items obtained through item analysis and factor analysis. Retest reliabilities with an interval between 5 to 6 weeks was performed on 80 students in different classes which was significant in 0/0001, in addition the reliability coefficient of Cronbach's alpha was performed on 77 cases that the amount of this coefficient was equal to 0.60 (Khayer, 1999). In the present study, the Cronbach's alpha reliability was used to calculate the reliability of the questionnaire locus of control that by using this method, the reliability coefficient of 0.75 was obtained, indicating good reliability of the questionnaire.

Validity of locus of control Scale

Various methods were used in validity of scale. As an example, the relationship between this scale and demographic variables, academic achievement and character has been studied. For example, there is a significant relationship between the scale of locus of control and social class, i.e. the higher the class is, the greater is the internal control score. It has also shown that internal locus of control is more associated with greater academic achievement. In addition it has been shown that there is a significant correlation between internal locus of control and self-esteem (Nowiki - Strickland, 1973, quoted by Mahmoudi, 2006).

Nowiki – Strickland scale was translated into Persian by Khayer (1999), its Validity and Reliability has been determined in a group of elementary and junior high school students in Shiraz (Khayer, 1999). Validity of the scale was examined in three stages.

First: item analysis of the scale, Khaiyer (1999) identified appropriate terms for Iranian culture and by using item analysis chose 25 words of 40 words.

Second: factor analysis, Khaiyer (1999) divided scale items into three elements through factor analysis with varimax rotation to compare the items that put into each of these factors with the original scale items. First factor is "Power in front of frustration and helplessness". Second factor is "resistance in conflict with parental, resistance in achieving goal and resistance against powerful people". Third factor is "Luck of fate, the in front of effort". Naming above mentioned factors has been carried out given naming by Nowiki and Duke (1974) and the present scale questions are corresponded to the original scale (Khayer, 1999).

Third stage: the relationship of scale scores to other similar aspects that have been used in other cultures.

A) The correlation between academic achievement and locus of control

Pearson correlation coefficient was calculated between academic achievement and external locus of control score. There is a negative and significant relationship between these two variables in the total sample as well as the resolution of all classes (except the third and fifth grades) that could cause validity of structure of locus of control of Nowiki and Strickland (Khayer, 1999).

B) Locus of control scale for boys and girls in different classes

The boys 'locus of control the classes is reduced stability by improving the classes, while these findings were obtained in a group of girls in primary school. In addition to it, girls have more external locus of control than boys in general (Khayer,1999). In the present study, a confirmatory factor analysis has been used that the correlation between locus of control questions and whole the questionnaire of locus of control was 41%, which represents the appropriate validity of the questionnaire.

Academic Achievement

In the present study, final grade average of coordinated courses for the academic year 2011-2012 to determine the academic achievement of students.

Methods of performing the study

After getting permission from the Department of Education of Rustamcity, we referred to the department of secondary school education and by assistance of the expert of education unit (secondary school) of public school (boys and girls). Then 10 schools of 30 schools were selected randomly. After this stage, in a few days by having the permission to perform these questionnaires, every 10 selected schools were visited and by explaining about how to respond to options and the justification of the students regarding the confidentiality of their responses, they answered the questions, and during the test session their questions were answered.

Statistical methods to analyze data

For data analysis, software SPSS Version 16 and following statistical methods were used and also in this stud, the significant level is considered as 05/0.

- 1) Cronbach's alpha and confirmatory factor analysis techniques to determine the reliability and validity of the instrument.
- 2) Descriptive statistics (e.g. mean, standard deviation, minimum and maximum score) for the preliminary analysis of the data.
- 3) Inferential statistical methods including Pearson correlation and multi-variables regression.

Research Findings

With the use of appropriate statistical methods, the collected data have been analyzed. Findings of the research are presented in two parts:

A) Descriptive findings, including mean, standard deviation, minimum and maximum scores of subjects in the variables studied.

B) Findings related to the research hypotheses, including the correlation coefficient between variables of locus of control, self-efficacy and self-regulation of academic achievement.

A) Descriptive findings

Findings related to the mean, standard deviation, minimum and maximum scores for subjects' variables of locus of control, self-efficacy and academic achievement in student grade 3 of secondary schools (boys and girls) are given in Table 1-4.

Table 1-4 Mean, standard deviation, minimum and maximum scores of subjects in the study variables.

Variable name	Number	Average	Standard deviation	The minimum score	The maximum score
Locus of Control	301	13/13	98/3	5	54
Self-efficacy	301	55/36	45/5	20	45
Academic achievement	301	46/16	13/2	11	20

As shown in Table 1-4, the mean, standard deviation, minimum and maximum scores of subjects in the locus of control variable is respectively 13/13 and standard deviation is equal to 3/98, minimum score is 5 and maximum score is 54. In self-efficacy, mean is 36/55, SD 45/5, minimum score 20 and maximum score 45. In academic achievement, mean is 16/46, SD 2/13, the minimum score is 11 and the maximum score 20.

B) Findings related to the research hypotheses

This study includes the assumption as follows that any theory is presented with the results obtained from the analysis in this section.

First hypothesis: There is a relationship between self-efficacy and achievement.

Second hypothesis: There is a relationship between locus of control and academic achievement.

Table 2-4 the simple correlation coefficient between self-efficacy, locus of control and academic achievement in research samples

Variables	The correlation coefficient	Significance level	Number
Self-Efficacy * Academic Achievement	0/478	0/01	301
Locus of Control * Academic Achievement	-0/282	0/01	301

As it can be seen in Table 2.4, the correlation coefficient between self-efficacy and academic achievement is equal to 0/478 which is significant in $p < 0/05$, so the first hypothesis of research is confirmed. Therefore it can be said there is a positive and significant relationship between self-efficacy and academic achievement.

Also, the correlation coefficient between the locus of control and academic achievement is equal to -0/282 which is significant in level of $p < 0/05$; therefore, the second hypothesis is confirmed. Thus we can say that there is a significant and negative correlation between locus of control and academic achievement.

Third hypothesis: there is a multiple relationship among the self-efficacy, locus of control and academic achievement.

To investigate the multiple relationships between predictor variables and the criterion, a multiple regression analysis is used in multiple input methods (Enter) and phase (Stepwise).

Table 3.4 Regression analysis between locus of control, self-efficacy, self-regulation and academic achievement through (Enter) method

Variable	Multiple correlation MR	The coefficient of determination RS	Ratio F Probability P	Regression coefficients B And β Standard		
				Self-efficacy	Self-regulation	Locus of Control
Self-efficacy	0/50	0/252	100/84 0/001	$p > 0/001$		
Locus of Control	0/58	0/340	51/07 0/001	B = 13/0 $\beta = 35/0$ t = 11/6 $p < 001/0$	B = 04/0 $\beta = 23/0$ t = 09/4 $p < 001/0$	B = 11/0 $\beta = 21/-$ t = 47/4- $p < 001/0$

As shown in Table 3-4, there is a significant in level $p < 0.05$ based on results of the regression analysis of the multiple correlation coefficients between the predictor variables and the criterion variable is equal to 0/58 and the coefficient of determination is equal to 34%. Therefore the research hypothesis is confirmed and considering the obtained coefficients of determination 34%, the variance of variable is explained by the predictor variables.

Table 4.4 Regression analysis between locus of control, self-efficacy and academic achievement by step method (Stepwise)

Variable	Multiple correlationMR	The coefficient of determinationRS	Ratio F ProbabilityP	Regression coefficients B And β Standard		
				Self-efficacy	Locus of Control	Self-regulation
Self-efficacy	50/0	252/0	84/100 001/0	19/0 B = 50/0 = β 04/10 T = 0001/0 > p		
Locus of Control	55/0	303/0	79/64 001/0	19/0 B = 48 / . = B 08/10 T = 001/0 > p	12/0- B = 22/0- = β 66/4- T = 001/0 > p	

Also according to Table 4-4 it can be seen using a stage method that the linear combination of the predictor variables accounted for only 34% of the variance in academic achievement, but considering the regression coefficients (β) in terms of predictive power, the self-efficacy variable has more power. Regression coefficient (β) for the variable of locus of control is $50 = \beta$, in level $p < 01/0$, for self-efficacy variable is $23 = B$ in level $p < 01/0$. Therefore the efficacy variable has a more important role in predicting the academic achievement and the role of other variables is less.

DISCUSSION AND CONCLUSION

In this section, we considered the discussion and conclusion about the findings presented. Harmony or disharmony of the findings with previous research is discussed. To this end, the contents of this section are discussed separately as follows.

A) Explaining the findings related to the research hypotheses

B) Limitations of the study

C) Theoretical proposals

D) Practical suggestions

A) Explaining the findings related to the research hypotheses

The relationship between self-efficacy and academic achievement

As observed in this study, the relationship between self-efficacy and academic achievement were examined and verified using simple correlation coefficients (Pearson). As it was considered, the correlation coefficient between self-efficacy and achievement is $478/0$ that is significant in level $05/0 < p$, in other words it can be said that more effective the efficacy of person, higher is his achievement. In explaining the findings of the study it can be said that people who have high levels of self-efficacy face hard works as competitions for being master and mastery, not as threats to stay away and avoid them, they set competing goals for themselves, maintain a strong commitment to these goals, despite the failure, they develop efforts and they continue to their endeavors, they attribute failure to insufficient effort or deficient knowledge of the skills and inefficient and they face with critical and dangerous situations ensuring that they have control over such situations. Contrast, those who have low levels of self-efficacy and they doubtful about their abilities, and they avoid difficult tasks which see them as threats, they have low enthusiasm and poor commitment towards the goals of their works and they rely on their personal flaws and inefficiencies - and the results of their incompatibility (Williams and Williams, 2010). These finding of research was consistent with the findings of these researches: Bartal and Bar zahar (2004), Carroll, Hogton, Wood, Ansot and Hattie (2009), Teimurifard (2009).

The relationship between locus of control and academic achievement

As observed in this study, the relationship between self-efficacy and academic achievement were examined and verified using simple correlation coefficients (Pearson). As it was considered, the correlation coefficient between locus of control and academic achievement is $282/-$ which is significant in level $05/0 < p$. in other words, by increasing the score of locus of control, academic achievement score is reduced. In explaining the findings of the study, it can be said that locus of control to some extent can determines the attitude and behavior. People with external locus of control act more reactive, and they are

afraid that their efforts, both in the present and in the future are useless (Roy, McKay, 2002). Externals relate their reinforcing factors out of their control, such as luck, fate, or other persons (Pintrich, 2002). Individuals with an external locus of control see no relationship between effort and its results and in this regard have no expectations. So their perception is that life events are beyond their control. In this case, behavioral outcomes and enhancements are determined by factors such as powerful peoples, fate, luck (Wenzol, 1993). Students with external control probably know their successes and failures affected by the difficulty of the task the ill-fortune, inability, others unusual spirit, mode and assist (Wigfield, 1988, quoting by Rasouli, 2001).

This finding of the research is consistent with the research results of (Zimmerman, 2000), Foster and Gid (2007), Slaven (2003), Rasouli (2001) and it was inconsistent with Heydari and Koushan (2002), Sheibani and Akhavan-Tafti (2009).

A multiple relationship between self-efficacy, locus of control and academic achievement

As observed in the study, using repeated enter method of multiple correlation coefficients for linear combination of variables, self-efficacy, locus of control and academic achievement is equal to 61/05 which is significant in level $0/0 < p$. Among the variables of the research, the self-efficacy variable has the greatest impact on student academic achievement. It must be said in its explanation that self-efficacy beliefs on desires and efforts to achieve the goal, motivation levels, passing difficulties, resistance against obstacles, quality of analytical thinking, causal attribution for successes and failures and vulnerability to stress and depression. Strength of one's opinions about the effectiveness of themselves whether it has effect their attempt to conform and adapt to given situations. Perceived self-efficacy affect choosing the behavioral situations. People avoid situations they afraid of and they think that they are beyond their adaptive skills. But when they perceive themselves capable in managing the situations, they engage in those activities and act with confidence and actively. The perceived self-efficacy not only has a directing influence on choosing activities and environments, but also by expectations of likely successes can effect on adaptive efforts they have started (Bandura, 1996, 1997). This finding is consistent with the research results of Kaprara, Pastorli and Bandura (1992), (Carroll, Hogton, Wood, Onsort and Hattie, 2009), Leach (2003), Seif and Marzoghi (2008).

Limitations of the study

- This research has been done on a class of secondary schools so its result seems difficult for all grades of school.
- To assess academic achievement in this study, the only index used was Grade Point Average. Therefore it is possible that the actual level of student academic achievement is not included.
- Another limitation of this study was the use of questionnaire as the only method to assess the variables which had a self-reporting aspect and therefore, it is possible to create unbiasedness in information obtained.
- This type of study is correlation, and in particularity doesn't help to determine the causal effect.

Practical suggestions

- Because students show positive and high self-efficacy, effort, perseverance and desire to learn more and performance, it is important for teachers to know the origins of self-efficacy judgments because most of what teachers do or can do can have an influence on students' self-efficacy.
- System of evaluation and education and curriculum must be designed in a way that based on mastery learning, all learners have the opportunities to achieve mastery levels and experience failure less and more success and lead to increase in their self-efficacy. Teachers must avoid any unseasonable reproach of students that lead to decrease in their confident and lower their self-efficacy and instead try to make conditions for students to increase their self-efficacy by encouragement and emphasize on their strengths.
- Learning environments and teaching staff in institutes must maximize their efforts to protect intellectual background of students and the expectations they have of their new learning environment and guide them to a land with the extent of science by asking for articles and by representing and making familiar with desiderate topics, and various book in long term and not to cut such programs and always try to preserve their activity.

Theoretical proposals

- This research has been conducted for secondary school. It is suggested that future research be done on other sections.
- It is recommended that in future researches examine the relationship self-efficacy with mental health, alcohol consumption, anxiety, fear, and depression and addiction treatment.
- Conducting researches in which other factors affecting academic achievement should be considered: such as the emotional motivations. Role of parents and family factors on academic achievement should be considered. Teachers teaching method and their effects on students' academic performance should be considered. According that the increasing self-efficacy has the greatest impact on student academic achievement, then self-efficacy as a dependent variable and an affecting factor on increasing the self-efficacy should be investigated.

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