A Survey on the Effectiveness of Multidimensional Motivational Intervention on Self-efficacy and Academic Performance of the Sixth Grade Girls Students in Miandoab

Extended Abstract

Introduction

One of the important aspects of students' growth is having high self-efficacy and paying attention to academic performance, which is very important in the elementary school. Motivation plays a significant role in learning processes and academic progress and cognitive performance. Motivation has a direct impact on the effort to achieve goals and makes it possible to start and continue the activity. With the increase of motivation, perseverance and cognitive processes of the person are also improved and this leads to the improvement of the learner's performance. Factors that increase academic motivation can lead to higher cognitive ability and greater ability of people .

Considering this, it can be said that motivation can be an important predictive factor in students' self-efficacy and performance. The current research also tries to investigate this issue. Therefore, the main research question can be posed as follows:

"Are multidimensional motivational interventions effective on students' self-efficacy and academic performance"?

Methodology

Since in this research, the researcher did not try to control events and behaviors, a quasi-experimental method with a pre-test-post-test design was used. The statistical population of the research included all sixth grade female students of all schools in Miandoab city, in the academic year of 1402-1403, whose number is 344. Multi-stage random sampling method was used to select the samples. In this way, two schools in the city of Miandoab were randomly selected from this community, and then one class (sixth grade) was selected from each school. It is considered experimental (35 people.(

To control the diffusion effect, students from different schools are identified. Randomly, the students of one school are considered as the experimental group and another school as the control group. Educational sessions (multidimensional motivational interventions) are conducted by the researcher in the class of the experimental group. Training to increase self-efficacy and improve academic performance for the experimental group is carried out for 6 weeks and 14 one-hour sessions. First, a pre-test is taken from all students and the results are recorded; Then multidimensional interventions are done by the researcher and after that, the post-test is taken from all the students. In other words, the pre-test and post-test are completed within 6 weeks in both experimental and control groups.

Discussion

Multivariate covariance analysis is used to investigate the effectiveness of the intervention on the components of self-efficacy and academic performance. The multivariate covariance test is one of the parametric statistical tests, where researchers aim to compare the averages of groups based on the presence of several control variables. Pre-test measurements as covariates, post-test measurements as dependent variables, and control group variables as between-group variables are included in the analysis.

The findings show that multidimensional motivational intervention have a significant effect on the dimensions of talent and context of self-efficacy, but it does not have much effect on the effort dimension of self-efficacy. Also, the findings indicate that multidimensional motivational intervention have a significant effect on the dimensions of self-efficacy, emotional effects, planning and motivation of academic performance, but it does not have much effect on the dimension of lack of control over the outcome.

To find the effectiveness, the univariate analysis of covariance test is used. The first hypothesis states that multidimensional motivational intervention are effective on the self-efficacy of sixth grade students in Miandoab city. According to the results of covariance analysis, multidimensional motivational intervention is effective on self-efficacy and a significant relationship is observed between the two. According to this, the first hypothesis is confirmed.

The second hypothesis also states that multidimensional motivational interventions are effective on the academic performance of sixth grade students in Miandoab city. According to the results of covariance analysis, multidimensional motivational intervention is effective on academic performance and there is a significant relationship between the two. In this way, the second hypothesis is also confirmed.

Conclusion

Researchers believe that self-efficacy has an impact on human growth and behavior, and belief in self-efficacy is an important mediator of all types of behaviors related to progress, such as effort and persistence in assignments, self-regulation strategies, enrollment in training courses, and job selection. When a person is highly motivated to learn and succeed, they are more likely to achieve their goals and provide them with an experience that contributes to their overall self-efficacy. Regarding the role of motivational beliefs and belief in individual ability in the field of education, the results of this research showed that providing multidimensional motivational interventions can be effective on the level of self-efficacy of students, and this issue provides the basis for strengthening academic progress and performance.

Academic performance includes academic progress, ability to plan, self-efficacy, motivation, reducing anxiety, using beneficial goals, and performing study-related activities. Predicting academic performance and discovering the factors related to academic success and sustainability in students are the most important issues in education. One of the factors affecting academic performance is motivation. Students' talents will flourish when their individual differences and the content of education are given enough attention. Having academic motivation causes the initiation and continuation of activities and improves learning and is considered the cornerstone of academic success. Having motivation makes the student learn the material easier and better and his effort is more productive. Also, students who use planning have high performance in homework, learning and academic performance, and vice versa, those who do not control and monitor their performance have lower performance. Through planning, students prioritize assignments, identify prerequisites for successful completion of assignments, and determine how to complete an assignment before they begin. In this research, an attempt was made to improve students' performance by providing a multidimensional motivational intervention, and the results showed that providing the intervention improved the academic performance of the students in the experimental group.