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**EXPLORING SELF-EFFICACY LEARNING IN RELATION TO ACADEMIC MOTIVATION  
AMONG DISTANCE LEARNERS, IDOL, MUMBAI UNIVERSITY****<sup>1</sup>Ms. Jyoti Arun Sherkhane and <sup>2</sup>Prof. (Dr) Ashwini Karwande**<sup>1</sup>Research Scholar and <sup>2</sup>Head, Department of Education, University of Mumbai, Santacruz East, Mumbai**ABSTRACT**

*This study investigated the relationship between self-efficacy and academic motivation among Distance Learners. It explores how these two traits help students overcome barriers to support social innovation, sustainable development, and inclusive growth.*

*The Causal Comparative Correlational method was employed. Quantitative data were collected using Self-efficacy and Academic motivation scale. The sample for this study consisted of 97 distance learners. Researcher used two staged Sampling technique.*

*The researcher used an innovative method to collect data: a Telegram channel. This study focuses on distance learning, it is naturally inclusive. It reaches students who often cannot attend a physical campus, such as: Marginalized groups in remote areas, Students who cannot afford travel costs, Home-makers managing families., Working students balancing jobs etc. The study finds that when these diverse students have high self-efficacy, they don't just "pass" a class they become innovators.*

*The findings suggest that the relationship between academic motivation and self-efficacy is curvilinear rather than strictly linear. Academic motivation increases as self-efficacy rises from low to moderate levels, as learners who believe in their capabilities are more likely to invest effort, persist in the face of challenges, and adopt effective learning strategies.*

*The curvilinear relationship between academic motivation and self-efficacy highlights the need for supportive distance education models that cultivate optimal self-belief, thereby enabling learners to succeed academically while contributing to broader goals of social inclusion and sustainable educational growth.*

**Keywords:** *Self-Efficacy, Distance Learning, Academic Motivation.*

**INTRODUCTION**

*"Learning gives creativity, creativity leads to thinking, thinking provides knowledge, and knowledge makes you great."-Dr. A.P.J. Abdul Kalam*

Education is fundamentally a process of human development, serving as the primary vehicle for the transmission of knowledge, values, and skills across generations. In the traditional sense, education was viewed as a social construct a "social process" where learning was inseparable from the community and physical environment (Dewey, 1916). However, in the 21st century, the definition of education has expanded beyond the walls of the classroom to become a lifelong, individualized pursuit.

In the modern era, education is no longer merely about the acquisition of facts but about the development of "learning how to learn." As technologies evolve, the focus of educational systems has shifted toward fostering metacognition and resilience. According to the Self-Determination Theory, for education to be effective, it must satisfy the learner's basic psychological needs for competence and autonomy (Ryan & Deci, 2000). When these needs are met, education transforms from a passive reception of information into an active, empowering experience that enables individuals to adapt to a rapidly changing global society.

While distance education provides a flexible structural framework, its success relies heavily on the internal psychological state of the learner. The shift from a teacher-led classroom to an independent digital environment demands a high degree of learner autonomy. According to Moore (1993), as the "transactional distance" increases, the student must take more responsibility for their own learning path.

However, this autonomy cannot be exercised without a strong sense of self-efficacy. Self-efficacy acts as the cognitive engine that powers autonomy; it is the belief in one's capability to master the digital tools and academic content necessary for remote success (Bandura, 1997). Without this self-belief, the "distance" in distance education becomes an insurmountable barrier, leading to decreased motivation and higher attrition. Thus, self-efficacy is not just a personality trait but a critical prerequisite for navigating the complexities of modern remote learning (Zimmerman, 2000).

The transition from a student's belief system to their actual academic behavior is mediated by the quality of their motivation. In the context of distance education, self-efficacy does not merely exist in a vacuum; it serves as the

fuel for academic motivation. According to Self-Determination Theory (SDT), motivation is most effective when it is intrinsic derived from a sense of competence and autonomy (Ryan & Deci, 2000).

When distance learners possess high self-efficacy, they perceive difficult digital tasks as challenges to be mastered rather than threats to be avoided. This "can-do" attitude triggers higher levels of motivation, leading to increased effort and persistence even when faced with technical failures or isolation (Schunk, 1991). Conversely, low self-efficacy creates a state of "learned helplessness," where the lack of belief in one's capability stifles the drive to engage with course materials. Therefore, self-efficacy is not just a predictor of success, but it may be the foundational requirement for the emergence of academic motivation in remote learning environments.

## **REVIEW OF RELATED LITERATURE**

- Vaezi et al (2011): 52 female and 56 male English instructors in Iran were evaluated and their relationship to Stress was examined. In order to analyse the data, Pearson Product-Moment Correlation and Multiple Regression analysis were used to acquire information on Self-Efficacy and Stress. Results showed a substantial inverse relationship between Stress and Self-Efficacy. The scatter plot, which demonstrated a correlation between teacher Self-Efficacy and Stress levels, further supported this. Organisational and classroom Self-Efficacy, either together or independently, may be able to predict Stress in English teachers.
- Shukla (2015) investigates the relationship between academic motivation and school performance among rural adolescents. The research identifies key factors influencing motivation, such as family support, socioeconomic status, and educational resources. Utilizing a mixed-methods approach, the study reveals that higher levels of academic motivation correlate positively with improved school performance. Shukla emphasizes the importance of fostering a supportive learning environment to enhance motivation among rural students, ultimately leading to better educational outcomes. The findings suggest that interventions aimed at increasing academic motivation could significantly impact the academic achievements of adolescents in rural India.
- Bhagat et al (2016) studied on self-efficacy and adjustment of secondary school students in relation to their gender and academic achievement. The study was conducted over a sample of 200 79 randomly selected secondary school students in class 9th. The results of the study showed that no significant difference was found in the self-efficacy of secondary school students in relation to their gender and academic achievement.
- Gupta and Rashmi (2016) conducted a study on Impact of academic motivation on academic achievement: a study on high schools' students. The paper aims to investigate the correlation between Academic Motivation and Academic Achievement among Assamese students in Class IX. The Academic Achievement Motivation Test by T.R. Sharma was employed as a study tool, and the results of the final year examination were utilized to measure academic achievement. The study's conclusions showed a strong correlation between academic achievement and academic motivation. Academic motivation varies significantly between high and low achievers. However, when it comes to academic drive, poor achievers differ significantly according to their sex.
- Rani and Sharma (2017) A systematic review of Indian research (2010–2016) highlights the synergistic relationship between academic motivation and self-efficacy as primary determinants of student achievement. Findings indicate that intrinsic motivation fosters resilience and disciplined study habits, while high self-efficacy serves as a critical predictor for overcoming academic challenges and sustaining effort.
- Biswas and Das (2021) conducted a study on Self-efficacy, motivation, and academic performance among secondary school students in Kolkata. This research examines the relationship between self-efficacy, academic motivation, and academic performance among secondary school students in Kolkata, West Bengal. A sample of 250 students was assessed using a combination of self-efficacy scales and motivation inventories. The findings demonstrate a significant positive correlation between self-efficacy beliefs and academic motivation, which in turn were linked to improved academic outcomes. The study highlights that students with higher levels of self-efficacy are more motivated to achieve academic success. These results underscore the importance of fostering both self-efficacy and motivation in secondary education to enhance student performance.
- Fakhrou and Habib (2022) conducted a study on The Relationship between Academic Self-efficacy and Academic Achievement in Students of the Department of Special Education. This study aimed to identify the correlational relationship between academic self-efficacy and academic achievement. For this study a questionnaire of self-efficacy was adopted, whose validity and reliability were high. the sample group, which

included 43 students of the Department of Special Education, was asked to respond to the questionnaire. the result was a positive correlation between academic self-efficacy and academic achievement.

**STATEMENT OF PROBLEM**

Exploring self-Efficacy in relation to Academic Motivation among Distance Learners, IDOL, Mumbai University

**VARIABLES OF THE STUDY**

The variables of the study are

- The independent variable is Self-Efficacy
- The dependent variable is Academic Motivation

**OPERATIONAL DEFINITION OF THE VARIABLES:**

1. **Self- Efficacy:** In the present study it is the belief of a distance learners on his/her own capabilities and capacities to plan, organize and implement his/ her actions to achieve the learning goals.
2. **Academic Motivation:** For present study, Academic motivation is a drive that makes distance education learners to keenly engage in learning motives in order to achieve his or her intellectual and personal goals.

**OBJECTIVES OF THE STUDY**

1. To study self-efficacy of Distance education learners enrolled in the Institute of Distance and Open learning (IDOL)Mumbai University
2. To study academic motivation of Distance education learners enrolled in the Institute of Distance and Open learning (IDOL)Mumbai University
3. To ascertain the relation between self-efficacy and academic motivation of Distance education learners enrolled in the Institute of Distance and Open learning (IDOL)Mumbai University

**HYPOTHESIS**

There is no significant relationship between self-efficacy and academic motivation of Distance education learners enrolled in the Institute of Distance and Open learning (IDOL) Mumbai University

**METHODOLOGY**

The Causal Comparative Correlational method was employed.

**SAMPLE AND SAMPLING TECHNIQUE**

The sample for this study consisted of 97 distance learners. Researcher used two staged Sampling technique. In the initial stage conveniently students of IDOL were identified and in the second stage students are randomly chosen from the various programmes of IDOL

**TOOLS OF RESEARCH**

The tools for the present study are developed by the researcher. For the quantitative data collection researcher made rating scale for self- efficacy with 38 statements and for Academic motivation with 29 statements. Collected data through the 5- point Likert scale was scored as follows: 1=Always, 2=Often, 3=Sometimes, 4=Seldom, 5=Never. All statements being positively worded followed the above scoring and negative statements were scored in the reverse way. The tools were validated by experts. The reliability calculated by Reliability Calculator created by Del Siegle ([dsiegle@uconn.edu](mailto:dsiegle@uconn.edu))

**POPULATION AND SAMPLING**

The target population for this study consisted of UG and PG learners enrolled in the Institute of Distance and Open Learning (IDOL).

**DATA COLLECTION PROCEDURE**

Data collection was facilitated through a telegram channel, which served as the primary distribution hub for the research instrument. Participants were provided with a digitally accessible Google Form link, allowing for standardized data entry and automated response aggregation.

**TECHNIQUES OF DATA ANALYSIS:**

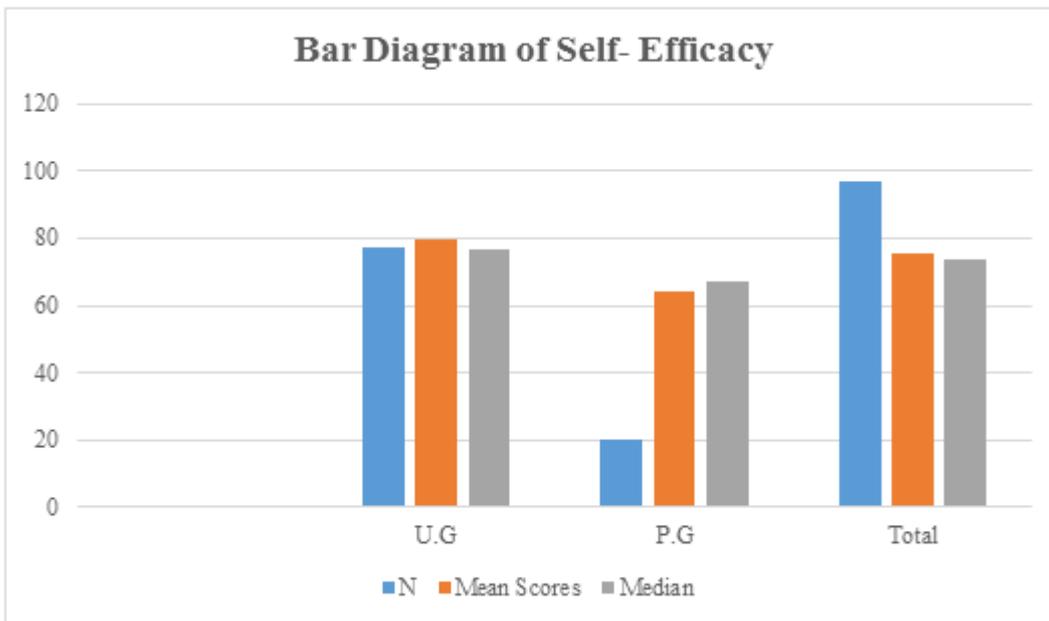
- Descriptive analysis: mean, median, standard deviation, skewness, and kurtosis, to maintain the central tendency.
- Inferential analysis: curvilinear correlation

**Descriptive analysis of Self-Efficacy and Academic Motivation:**

The following table 1 shows descriptive data of the variable self-efficacy of distance education learners.

**Table 1** Descriptive Analysis of Self- Efficacy

	N	Mean Scores	Median	Standard Deviation	Skewness	Kurtosis
U.G	77	79.37	76.5	20.22	-0.05	-0.3
P.G	20	64.33	67	12.82	-0.7	-0.2
Total	97	75.68	74	19.69	0.1	-0.2



**Fig 1** show the bar diagram of Self-Efficacy of distance education learners

**Fig 1: Descriptive analysis of Self-Efficacy of distance education learners**

The following table 2 shows descriptive data of the variable Academic Motivation of distance education learners.

**Table 2:** Descriptive Analysis of Academic Motivation

	N	Mean Scores	Median	Standard Deviation	Skewness	Kurtosis
U.G	77	73.97	69	29.88	0.68	-0.4
P.G	20	70.85	65.5	23.38	0.02	-1.0
Total	97	73.32	68	28.57	0.64	-0.41

**Fig 2** show the bar diagram of Academic Motivation of distance education learner

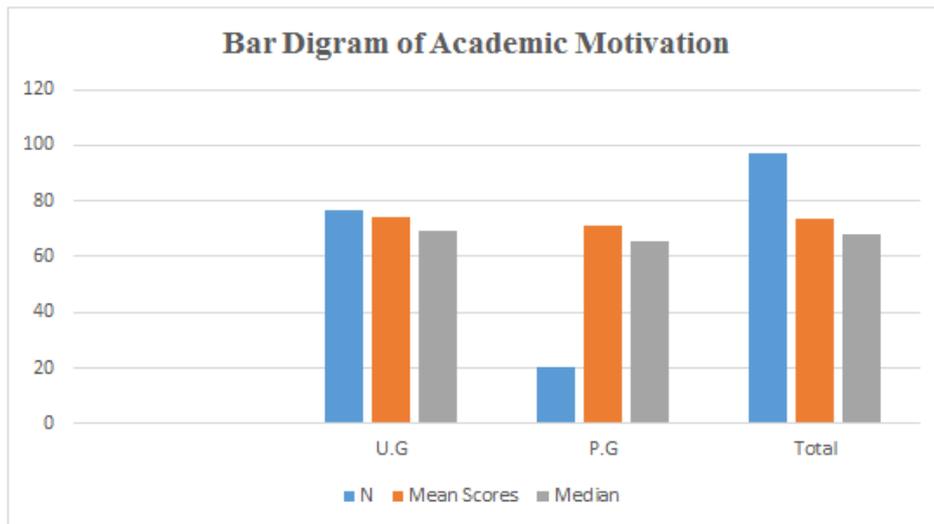


Fig 2 Bar diagram of Academic Motivation of distance education learner

### INFERENCE ANALYSIS OF SELF-EFFICACY AND ACADEMIC MOTIVATION

There is no significant relationship between self-efficacy and academic motivation of Distance education learners enrolled in the Institute of Distance and Open learning (IDOL) Mumbai University.

Technique used for hypothesis testing: eta-correlation

The obtained value of ' $\eta$ ' after conducting eta-coefficient Correlation between Self-Efficacy and Academic Motivation is 0.51. The ' $\eta$ ' is highly significant at 0.01 level, indicating a moderately high positive correlation. Thus, the null hypothesis is rejected and the alternate hypothesis is accepted which states that there is significant relationship between Self-Efficacy and Academic Motivation is curvilinear in nature. This curve is like an inverted U. It may be concluded that when Self-Efficacy is either low/high, Academic Motivation is low but when the Self-Efficacy is moderate, Academic Motivation is high.

This shows there exists positive curvilinear and significant correlation between self-efficacy and academic motivation

The core finding of this study is the Inverted U-Curve relationship ( $\eta = 0.51$ ) between self-efficacy and academic motivation among IDOL students. This suggests that motivation is not a linear progression; rather, it reaches an optimal peak when students possess a moderate-to-high level of confidence, but may decline if self-efficacy becomes excessively high or remains critically low.

The "Social Innovation" of Data Collection: The use of a Telegram channel for data collection served as more than a methodological choice; it was a demonstration of social innovation. By utilizing a platform that is low-data and accessible on basic smartphones, the study reached a diverse demographic, including marginalized groups and working professionals. This high level of accessibility likely influenced the results, as students using these tools already possess a baseline of digital self-efficacy, which is a prerequisite for academic motivation in a remote setting.

### DISCUSSION

The findings of this study, highlighted by an Eta coefficient of 0.51, reveal that the relationship between self-efficacy and academic motivation is not merely a psychological correlation but a critical driver for achievement. 0.51 correlation suggests that for IDOL students, believing in their own agency is critical because they don't have a professor prompting them daily.

Distance education demands higher levels of self-motivation and self-regulation. The lack of face-to-face interaction, delayed feedback, weaker peer collaboration, and reduced sense of academic community can hinder motivation and belonging for some learners. Academic motivation in distance learning is strengthened by timely feedback, frequent instructor interaction, goal setting, progress monitoring, and a strong sense of community.

Overall, distance education can provide equal and inclusive opportunities for motivated learners, but its success largely depends on learner self-discipline, instructional support, technology-driven engagement, and structured feedback mechanisms.

The distance learners exhibit strong motivation and self-belief, with confidence that sustained effort leads to academic success and the ability to overcome personal and academic challenges. Effective study habits and

learning strategies are evident through purposeful skill development, structured planning, and timely task completion, supported by the belief in the positive impact of good teaching. Emotional regulation and resilience are generally strong, enabling persistence despite difficulties, though occasional issues with concentration, procrastination, and confusion are acknowledged. The distance learner values parental guidance, maintains supportive peer relationships, and demonstrates social awareness, while facing some challenges related to self-directed learning, integration of prior knowledge, and exam performance under limited supervision.

The findings suggest that the relationship between academic motivation and self-efficacy is curvilinear rather than strictly linear. Academic motivation increases as self-efficacy rises from low to moderate levels, as learners who believe in their capabilities are more likely to invest effort, persist in the face of challenges, and adopt effective learning strategies. However, at very high levels of self-efficacy, motivation may plateau or decline, possibly due to overconfidence, reduced perceived challenge, or complacency. This indicates the presence of an optimal level of self-efficacy at which academic motivation is maximized.

The curvilinear relationship observed between academic motivation and self-efficacy suggests that both insufficient and excessive self-belief can be detrimental to sustained motivation. Moderate levels of self-efficacy appear most conducive to academic engagement, as they encourage effort, resilience, and strategic learning while maintaining sensitivity to task demands. These findings highlight the importance of fostering balanced self-efficacy in educational contexts rather than promoting uncritical confidence.

## CONCLUSION

Thus, the relationship between academic motivation and self-efficacy is curvilinear, with motivation increasing up to an optimal level of self-efficacy and stabilizing or declining when self-efficacy becomes excessively high.

From the perspective of inclusive growth and social innovation, these findings emphasize the importance of fostering balanced self-efficacy rather than uncritical confidence, educational interventions that promote reflective self-belief, continuous feedback, collaborative learning, and adaptive challenges can empower learners while maintaining engagement and accountability. Such approaches not only enhance academic motivation but also contribute to socially innovative education systems that are inclusive, equitable, and responsive to diverse learner needs. In sum, the curvilinear relationship between academic motivation and self-efficacy highlights the need for supportive distance education models that cultivate optimal self-belief, thereby enabling learners to succeed academically while contributing to broader goals of social inclusion and sustainable educational growth.

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