

ABSTRACT

ACADEMIC LOCUS OF CONTROL, ACHIEVEMENT MOTIVATION, AND ACADEMIC SELF-EFFICACY: PREDICTING ACADEMIC ACHIEVEMENT IN HISPANIC AND NON-HISPANIC MIDDLE SCHOOL CHILDREN

Hispanic children are experiencing serious problems in the school system when compared to non-Hispanics. Little is known about motivational variables and their impact on academic achievement. This study examined the impact of academic self-efficacy, locus of control, and achievement motivation on academic achievement. Ninety-five 7th and 8th grade students, derived via a convenience sample from a district in the Central Valley of California, participated. Students were surveyed using three scales: the Multidimensional Children's Perception of Control, Harter's Scale of Intrinsic Versus Extrinsic Orientation in the Classroom, and the Student Self-Concept Scale. Among the significant findings: non-Hispanics demonstrated a higher level of achievement motivation than Hispanics. Interventions designed to promote academic self-efficacy and achievement motivation in children, especially Hispanic children, may kindle academic growth.

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