

## **Motivation and Self-efficacy as Predictors of Learners' Academic Achievement**

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**KEYWORDS** Achievement. Motivation. Predictors. Self-efficacy

**ABSTRACT** This research sought to determine the relationship between motivation and self efficacy, and learner performance, respectively, in Physics within the theoretical framework of Skinner's Theory of Operant Conditioning and Bandura's, Social Cognitive Theory. A correlational-survey research design was adopted for the research, with a sample of 375 senior secondary three Physics learners. Learner psychosocial-factor scales were used for data collection. The internal consistency reliability indices of the two clusters of scales were 0.78 and 0.81 using Cronbach's alpha. Simple linear regression was used to analyse the data. The results showed that motivation and self-efficacy had significant positive relationships with learner performance in Physics. One implication is that low motivation and self efficacy of learners will result in low performance in Physics. It is recommended that a favourable academic environment should be created for learners to promote their motivation and self-efficacy