

The relationship between potential curriculum and motivation for academic achievement and educational self-efficacy among University Students of military Medical Sciences University

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ABSTRACT

Nowadays, education experts are agreeing that potential curriculum not only should be one of the aims of education and training, but also it should be the essential part of training in every profile; this study was to considering the relationship between potential curriculum and motivation for academic achievement and educational self-efficacy among University Students of military Medical Sciences University and its method was quantitative and cohesion-type. Participators were including 300 people from University Students of military Medical Sciences University, the method of sampling is done classical accidentally. Data were analyzed using SPSS21 and Pearson correlation test and stepwise regression test; findings showed that there is a positive and meaningful relationship between potential curriculum and motivation for academic achievement in the level of $p < 0/01$ and $r = /63$. The results of using from stepwise regression test showed that potential curriculum factors (critical thinking, body space, interactions, evaluation method, teaching method) is able to precipitate motivation of educational achievement, there is a positive and meaningful relationship between potential curriculum and educational self-efficacy in the level of $p < 0/01$ and $r = /46$. Also, fourth hypothesis results showed by stepwise regression that potential curriculum factors (body space, critical thinking, teaching method, master and student interactions) is able to precipitate self-efficacy. According to the results of this study, while potential curriculum and its factors have positive effect on self-efficacy and motivation of educational achievement of university students, master education styles should be designed so that enforce potential curriculum which is cause to improve self-efficacy and motivation for educational achievement among students.

Keywords: Potential curriculum, educational achievement motivation, educational self-efficacy.

Introduction

Curriculum plays a main role in training performances as one of the essential columns of training sciences structure and even leaving the foot of the official realm, it is including informal process^[1]. Curriculums are one of the most important of Tools for achieving the goals and missions of higher education and

should play a critical role in line with resolving problems and comprehensive growth by responding to the present and future conditions and concern of society. The curriculum holds out all the clear and hidden learning events as a capacity with multiple functions^[2]. Educational systems have other set from functions parallel to administration of tasks and formal and predetermining responsibilities, although they are not to be payed attention in the forms of aims and approved and codified policies, but have significant effects in different dimensions of attitude and personality of learned people^[3]. In the literature of educational science and curriculum, these functions and effects are often referred to as hidden curricula, which indirectly form part of the educational and training experiences of learners. In the context of the effects and outcomes of these informal and inexhaustible experiences of educational systems, it can be emphasized that the effectiveness of these experiences is far more than the direct methods and deliberate efforts that are

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formally and publicly targeted by the school and the educational system. Educational scholars have used the concept of "hidden curriculum" to describe the lessons learned and the attitudes affected by these implicit factors in students and students, as well as their implications for the concept of "hidden curriculum.". A curriculum is linked with different dimensions of teaching and learning, one of which is educational self-efficacy. Self-efficacy is the main structure of Bandura's social and cognitive theory and refers to the perception of individuals of their ability to perform work and activity. On this basis, individuals tend to work on things that make them feel confident and if people feel incapacitated for an activity, they typically do not do it. Self-efficacy beliefs have direct effects on the amount of energy consumed to carry out activities and the degree of resistance against barriers ^[4].

Chang knows self-efficacy as clear abilities of person for learning. Also, Ormord believes that self-efficacy is self-made judgment of one's ability to successfully perform his duties. Self-efficacy plays an undeniable role in the academic achievement of students. Self-efficacy theory is a general theory of learning that is associated with the curriculum, in particular the hidden curriculum. The feeling of self-efficacy enables individuals to do extraordinary tasks using their skills in dealing with barriers. Effective functioning requires both skill and belief in the ability to perform that skill ^[5]. In educational area, Alton Soy (2010) knows educational self-efficacy as university student believe about ability to reach for a certain level of duties. Accordingly, students react in different ways to assignments, goals, and programs. This reaction is somewhat enthusiastic in some people, and in others it is reluctant and refusal ^[5]. On the one hand, one of the biggest educational issues is the decline in academic motivation, which annually puts a lot of harm to governments and families. Whatever is important in educational development is the educational motivation. Educational motivation is an inclining tendency to do good work in a particular realm. Most of the behaviors that show educational motivation include: Insisting on difficult and hard work or trying to learn to master and select the task that requires effort. Therefore, educational achievement motivation is a psychological state, and when one obtains the necessary self-sufficiency and perceived autonomy ^[6]. Educational motivation is one of the most important factors affecting academic performance and is also one of the learning requirements. The most serious factor in improving performance is the educational motivation. In other words, one of the important factors that can negatively affect people's academic performance is the disruption of the system of motivation or educational motivation. Therefore, in order to improve the quality of education, it has identified and eliminated the factors that reduce the educational motivation ^[7]. A research has been carried out in this area. Panktratora (2010) did a research as potential curriculum and social compatibility and results showed that potential curriculum and its factors can precipitate social compatibility of teens, it means that improve with social functions, provide social acceptance contexts and social

compatibility and reduces the level of social communication and social acceptance by reducing mutual reaction, resulting in greater compatibility issues ^[8]. In another study titled Continuity in Urban College, Motivation and Self-Efficacy Concepts by Hessian (2014), self-efficacy was studied in two levels of self-regulation learning and self-efficacy for academic achievement. Motivation has also been studied at both internal and external levels. The results showed that the efficacy of self-regulation learning and external motivation was predictive of continuity, and the internal motivation and successful self-efficacy of successful academic achievement did not continue to predict. Two models for direct and indirect evaluation of the relationship between self-efficacy, motivation and continuity were constructed. In the reduced model, external motivation emerged as a mediator between the two dimensions of self-efficacy and continuity, it was also found that self-efficacy measures are well suited to motivational actions. Poutin (2012) did a study titled the relationship between educational self-efficacy and educational achievement and excitements. The results of this study showed that students have a high self-efficacy have higher educational performance than students who have low self-efficacy. They showed that educational self-efficacy predict educational achievement and excitements ^[9]. Borang (2016) did a study titled Expression of Students' Vital Education and Academic Motivation based on Their Perception of the Learning Environment (potential Curriculum) in Birjand University of Medical Sciences ^[10]. The results showed that students' perceptions of learning environments predict their educational vitality. Based on the regression coefficient, the components of perception of their academic ability and perception of the educational climate played a significant role in predicting the students' vitality. Students' perceptions in a meaningful level can predict their educational motivation. Adack (2012) did a study titled the relationship between potential curriculums with educational motivation of university students by case study of Kharazmi University ^[11]. Then results of this study indicates that there is a positive and meaningful relationship between potential curriculum and educational motivation of university students. Also, results has showed that there is a difference in the relationship between potential curriculum and educational motivation between two groups of university students and girls' motivation is greater than boys'. Although the most important factors affecting the learning and motivation of students' academic achievement are unspecified, unintelligible, unintentional, and unpredictable, the extent, sustainability and influence of these silent and hidden teachings is clear in learning more than the curriculum, less research has been done about the effects of hidden curriculum on academic self-esteem and student motivation. Therefore, the necessity of searching and thinking about the effects of this program is felt. Despite the fact that university students learn the potential curriculum more through the social atmosphere of the university, an attempt has been made to document this aspect of the program and its powerful effect on the formation of the student's personality in our country and This title is considered

Table 1: Pearson correlation test between potential curriculum and educational achievement motivation

Variable Statistical Index	Correlation coefficient (R)	R2	p -value
Potential curriculum Achievement motivation	0/62**	0/38**	0.000

one of the most important and priority issues for research in our country's educational system. Therefore, this research seeks to examine the relationship between the potential curriculum on self-efficacy and the motivation of educational achievement.

Methodology

The current research is quantitative and operational type according to the classification of the research based on the purpose, and in the applied research of the purpose of study is developing the operational knowledge in a particular context. In terms of classification of research based on the method, this research is a descriptive-correlational study. The statistical population of the study consisted of all students of different faculties of Army Medical University who were educating at 2017-18. Sampling method and sample volume: it was used from classical accidental sampling method for sampling. Sampling was in this way that 300 people is selected as sample using Morgan table and from each college (Dentistry, Medicine, Paramedicine and Nursing) fits to university student's numbers of that college. Kolmogorov-Smirnov test, Pearson correlation coefficient and stepwise regression were used to analyze the data and statistical assumptions. In this study, there was no compulsory for questionnaire filling and also, the participants were not asked for the name of the participants, and the information was completely confidential and moral values.

Collection data tools

- A- Potential curriculum questionnaire is designed by Amini (2011). This questionnaire has 36 questions and four following dimensions. Teaching method which is including from 1 to 6, test methods 7 to 12, interactions 13 to 18, body space from 19 to 24, rules of the law including 25 to 30, critical thinking from 31 to 36. The score of this questionnaire is a five-point Likert scale. The Cronbach's alpha coefficient of this questionnaire is 0/82.
- B- Achievement motivation questionnaire is made by Hermens (1970). This questionnaire has 29 questions. Test score is based on fourth spectrum from 1 to 4. Calculated reliability coefficient for questionnaire is obtained 0/84.
- C- Educational self-efficacy questionnaire of university students is made by Oven and Framen at 1988 for measuring educational self-efficacy believes among university students. This scale has 33 ways with a five-degree LIKERT scale (very low to very high) and each material has a value from 1 to 5. The reliability of the

academic self-efficacy questionnaire was obtained through Cronbach's alpha method above 0/70.

Study findings

According to table (1), Pearson correlation coefficient is used as the variable of potential curriculum and the motivation for distance learning. The obtained correlation coefficient is equal to $r = 0.62$ at a meaningful level of $P \leq 0.01$. Therefore, there is a significant positive relationship between potential curriculum and educational achievement motivation. In this study, regression (R2) amount has been 38%, meaning that the potential curriculum had 38% ability to predict educational achievement.

Table 2: Stepwise regression test results to predict the achievement motivation

Model	R	R2	Balanced R square	F	Standard error estimation	Meaningful level
1	A /618	/382	/38	171/25	7/63	/001
2	B /655	/429	/425	103/63	7/35	/001
3	C /668	/446	/44	73/89	7/25	/001
4	D /679	/461	/453	58/52	7/12	/001
5	E /685	/470	/46	48/36	7/17	/001

Predictors:

- A: critical thinking
- B: critical thinking, body space
- C: critical thinking, body space, interactions
- D: critical thinking, body space, interactions, test method
- E: critical thinking, body space, interactions, test method, teaching method

In the table above, the values of R, squared R, squared R, and standard error estimation are presented. As can be seen in the table, in the first step, critical thinking is included in the predicted equation and only 38% of the variations in the evolution motive explain that this value is significant at $P \leq 0.01$. In the second step, the physical space enters the predicted equation, with the inclusion of this variable, the coefficient of determination is 42%. In the third step, the interactions are entered. The equation is predicted to increase the coefficient of determination by 44 percent with this variable. In the fourth step, the valuation method entered the equation and the coefficient of determination was 46%. In the fifth step, the teaching method enters the equation and the coefficient is 47%. Also, for analyzing the model, they were used from one-way analysis of variance analysis. According to the significance of the value of f test and also the significance level, it can be concluded that the regression model was a good model for predicting the dependent variable (academic achievement motivation). It should be noted that the component of the rules and regulations did not enter into the meaning and was removed from the model.

Table 3: Standardized and unstandardized correlation

coefficients for independent variables to predict achievement motivation

Model	Standardized coefficients Beta	Statistical amount t	Meaningful level
1 Consistent		19/39	/000
1 Body space	/618	13/06	/000
2 Consistent		16/32	/000
2 Body space	/413	7/17	/000
2 Critical thinking	/286	4/75	/000
3 Consistent		16/55	/000
3 Body space	/861	5/46	/000
3 Critical thinking	/380	5/64	/000
3 Teaching method	/514	2/94	/004
4 Consistent		16/95	/000
4 Body space	/995	6/08	/001
4 Critical thinking	/634	5/51	/000
4 Teaching method	/662	3/65	/000
4 Interactions	/265	2/70	/007
5 Consistent		14/70	/000
5 Body space	1/03	6/33	/001
5 Critical thinking	/635	5/56	/000
5 Teaching method	/722	3/96	/001
5 Interactions	/304	3/07	/002
5 Assessment	/110	2/14	/033

In the table above, standardized correlation coefficients, t-value and significance level of predictive variables are provided to predict the motivation of educational achievement. Four models are presented here as in the previous table.

Table 4: Pearson correlation test between hidden curriculum and academic self-efficacy

Variable statistical index	Correlation coefficient (R)	R2	p -value
Potential curriculum Educational self-efficacy	/46**	/21**	/001

According to table 4, since Pearson correlation coefficient is used as the variable of potential curriculum and distance learning educational self-efficacy. Correlation coefficient is equal to $r = 0.46$ at significance level $P \leq 0.01$. Therefore, there is a significant positive relationship between potential curriculum and educational self-efficacy. In this study, regression amount (R2) was 21%, meaning that the potential curriculum had 21% ability to predict educational self-efficacy.

Table 5: Stepwise regression test results for self-efficacy prediction

Model	R	R2	Balanced R square	F	Standard error estimation	Meaningful level
1	A /46	/214	/211	75/27	14/6	/001
2	B /48	/232	/226	41/62	14/54	/001
3	c/494	/244	/236	29/64	14/45	/001
4	d/508	/285	/247	23/78	14/34	/001

Predictors:

a: body space

b: body space, critical thinking

c: body space, critical thinking, teaching method

d: body space, critical thinking, teaching method, interactions.

In the table above, the values of R, squared R, balanced R square, and standard error estimation are presented. As can be seen in the table, in the first step body space enters the predicted equation and only 21% of the changes in the variable of self-efficacy are explained, which is significant at $P \leq 0.01$. In the second step, the critical thinking of the equation is predicted, with the inclusion of this variable, the coefficient of determination is 23%. The standard coefficients of both predictive variables are significant at $P \leq 0.01$. In the third step, the teaching method enters the predicted equation, with the entry of this variable, the coefficient of determination is 24%. In the fourth step, the interaction between the master and the student entered the equation and the coefficient of determination was 26%. Also, one-way analysis of variance analysis was used for analyzing the model. According to the significance of the value of f test and also the significant level, it can be concluded that the regression model was a good model for predicting the dependent variable (self-efficacy). It should be noted that the components of the rules and regulations and the valuation method did not enter into meaningful and were removed from the model.

Table 6: Standardized and unstandardized correlation coefficients of independent variables for predicting self-efficacy

Model	Standardized coefficients Beta	Statistical amount t	Meaningful level
1 Consistent		10/02	/000
1 Body space	/462	8/67	/000
2 Consistent		8/21	/000
2 Body space	/346	4/96	/000
2 Critical thinking	/177	2/54	/011
3 Consistent		6/54	/000
3 Body space	/296	4/04	/001
3 Critical thinking	/165	2/35	/019
3 Teaching method	/128	2/14	/033
4 Consistent		6/48	/000
4 Body space	/374	4/63	/001
4 Critical thinking	/541	2/95	/003
4 Teaching method	/141	2/37	/018
4 Interactions	/453	2/25	/027

In the table above, the standard correlation coefficients, the t-test and the significance level of predictive variables for predicting self-efficacy are presented. Four models are presented here as in the previous table.

Discussion and Conclusion

The aim of this study was to investigate the relationship between hidden curriculum and academic achievement motivation and academic self-efficacy among Arthritis University students. The result of the first hypothesis showed that there is a positive and significant relationship between hidden curriculum with academic motivation and a correlation coefficient of 0.63 at a level less than 0.05. The results of the second hypothesis, using stepwise regression, showed that the components of hidden curriculum (critical thinking, physical space, interactions, evaluation method, and teaching method) is able to predict the motivation of educational achievement. But laws and regulations are not able to predict the motivation of educational achievements. These hypotheses are same based on the results of research by Pentertoro (2010), White (2012), Bureng (2016), Taghvayi (2015), Adak (2012) [2, 8, 10-12]. In explaining and interpreting the findings of the above hypotheses, it can be acknowledged that the origin of the hidden curriculum of students' diverse learning activities, the teaching methods of teachers, the texts of textbooks, audiovisual and other teaching aids, the body condition of the university, and Classrooms, university architecture, timetable and evaluation systems that motivate educational achievement. A potential curriculum can also be considered positive and negative result. Therefore, it plays an important role in student's motivational behavior. Therefore, the result of this discussion is that the potential curriculum depends on the momentary and practical presence of a student and a teacher in the classroom, which adds to the motivation of students' educational achievement [11]. Awareness of the effective factors in the learning and studying of students and the importance of each of these factors in learning and studying students is important in order to provide these factors with the opportunities and necessary fields to promote the motivation and effectiveness of it by officials and practitioners. Increasing students' academic and educational efficiency depends on promoting their learning motivation and learning. Naturally, as far as organizations - like universities become wider and more diverse -, the problems and the importance of motivating learning and learning in the workforce are added. Therefore, universities should have equipped to the knowledge and insight needed to confront and solve the problems of this complex and sensitive entity [13].

The result of the third hypothesis showed that there is a positive and significant relationship between potential curriculum and self-efficacy with a correlation coefficient of 0.46 at a level less than 0.05. The results of the fourth hypothesis, using step-by-step regression, showed that the components of the hidden curriculum (physical space, critical thinking, teaching method, and master / student interaction) can predict self-efficacy. However, rules and regulations and test methods are not capable of predicting self-efficacy. The results of these hypotheses are consistent with the results of the researches of Rahnama (2016), Shirzad (2016), Ghaladi (2015), Jalavandi

(2013), Hsiang (2014), and Putin (2012). Sometimes learners are dependent on the importance that schools give to some courses. Various studies show that schools do not care about the same lessons. That's why learners learn that some lessons are not important. Content that inspires the mentality of obedience to learners and does not provide a place for curiosity and question questions cannot be a high self-efficacy for learners. On the one hand, creating a positive relationship, empathic understanding, making a good communication, paying attention to the needs of students, and ... is a good contribution to creating a desirable environment for learning and growth. The result of this research hypothesis is the importance of this issue [14].

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