Effect of Self-Esteem on Achievement Motivation among University Students

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Abstract: - **Satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn. The main aim of the study was to investigate the effect of self-esteem on achievement motivation of university students. Descriptive study design was adopted for the study. Out of a total population of 549 students, 226 students were sampled using stratifies sampling technique. Rosenberg self-esteem scale and Achievement Motivation questionnaire were the instruments used. Data to answer research question one was analysed using descriptive statistics(mean and standard) and simple linear regression was used to analyse the effect of self-esteem and achievement motivation. Result revealed that respondents had positive self-esteem. Further, analysis showed that self-esteem significantly predicted achievement motivation.**

Keywords: **Self-Esteem, Achievement motivation, Behaviour.**

I. INTRODUCTION

University education plays a significant role in the quest to develop the nation's future manpower for rapid development Quist (2003).Most economists agree that what ultimately determine the economic development of a country is human resources of the country and not capital or financial resources (Todaro, 2003). Hence, emphasizing on human resources is an eminent component which should be considered to reach development and comprehensive aims. Brown et al. (1998) have also acknowledged that stimulating motivation among students of higher learning still remains a challenge as some students' enthusiasm for learning is unpredictable. This issue makes the investigation of achievement motivation (or need for achievement) very important. Need for achievement can be defined as personal desire to excel, succeed at all cost in the face of difficulty, even to outperform others (Chen, 2007). This attribute is important because it really position the students to strive to acquire maximum knowledge of their field that become a resource for the nation at the end of their schooling. Highly motivated students are normally the future resource for the development and progress of a nation (Mazinani, 2001). Besides, universities need students with high motivation who are able to adapt the rapid changes of the technological world (Martin, 2008).

Self-esteem reflects the totality of a person's subjective perceptions, attitudes, feelings, physical characteristics and behaviors with respect to himself/herself (Levine & Smolak, 2002; Neziroglu, Khemlani-Patel, & Veale, 2008). Again, Rosenberg (1965) believed that the general concept of self-esteem stems from the idea that, every society or group has its standard of excellence, and it is within the framework of these particular standards that self-evaluation occurs. Research suggests that people with high levels of self-esteem will more likely perceive themselves as well capable to engage in certain tasks using effective cognitive and coping strategies to manage their personal resources in successfully completing those tasks (Chemers, Hu & Garcia, 2001; Ochse, 2001). A number of studies within the educational context suggest factors such as psychological well-being and academic outcome are positively related to self-esteem (Arhin & Amoako, 2019; Ochse, 2001).

In Ghana, self-esteem as a psychological variable has become an important subject in the academic discuss for its role in improving performance. For example, Arhin and Amoako (2019) found a significant relationship between self-esteem and university students' performance. Again, Laryea, Saani and Dawson-Brew (2014) also found self-esteem to have a significant influence on junior high school students' performance. Using senior secondary school students as study respondents, Partey and Yidana (2018) also discovered that self-esteem affect performance of students at the senior high school level. Clearly, within the Ghanaian educational context it is well established that self-esteem of students affects their performance. Empirical studies have also admitted that students who rate high on achievement motivation tend to perform better academically (Kołodziej, 2010; Tella 2007). On this premise, it is evident that, the two variables (i.e. self-esteem and achievement motivation) affect students' performance greatly a all level. What sustain students need for achievement in academic environment? A solution to this problem remains an uncovered reality under the carpet of scholars in psychology and education. This present study however, makes the attempt to investigate the issue empirically using University of Cape Coast students.

II. REVIEW OF LITERATURE

Achievement Motivation

Need for achievement, also known as achievement motivation was first defined in "explorations in personality" book to be, an individual's consistent effort to achieve a task and even to supass the target set (Murray, 1938). Need for achievement is an inherent instinct to better one's level of performance, to achieve success in contention. It is also speculated that achievement motivation is the product of emotional conflict between the expectation to succeed and the

desire to avoid failure (Steinmayr & Spinath, 2009). Assignment of realistic objectives and conscious effort by those individuals to accomplish the stated goals have being listed to be eminent characteristics of individuals with achievement motivation.

Self-Esteem

According to Rosenberg (cited in Arhin & Amoako, 2019) self-esteem generally has to do with a person's overall positive evaluation of the self. It is composed of two distinct dimensions, competence and worth (Cast & Berke, 2002). The competence dimension (efficacy-based self-esteem) refers to the degree to which people see themselves as capable and efficacious. The worth dimension(worth-based self-esteem) refers to the degree to which individuals feel they are persons of value. This line of research views self-esteem as a self-motive. Self-motives provide both a standard and a direction for behavior. The maintenance or enhancement of self-esteem may be accomplished in several ways. Individuals may directly act in ways that increase their self-esteem when it has been lowered, they may redefine the situation to reflect more positively upon them, or they may work to create an impression of themselves that is more positive, both in terms of worth and efficaciousness (see Rosenberg 1965).

Self-Esteem and Achievement Motivation

Arhin and Amoako (2019) examined the relationship between self-esteem and academic achievement of University of Cape Coast students. Using Correlational design, 162 university students were selected for the study with the help of census procedure. Rosenberg self-esteem questionnaire was the instrument for data collection. CGPA of students were used as the measure of academic achievement. Pearson's correlation coefficient was used to analyse the data to answer the research questions. Results revealed a positive strong connection between respondents' academic performance and self-esteem.

Manafi, Movahhed and Hejazi (2015) investigated the role of self-esteem on students' achievement motivation. 712 students of Agricultural and Natural Resources in the University of Tehran served as the respondents of the study. 175 were however, selected through quota sampling procedure. Questionnaire for students was developed and validated by the researchers for the data collection exercise. ANOVA results showed significant differences among students based on their levels of self-esteem and achievement motivation. Regression analysis results showed that self-esteem predict students' achievement motivation.

Bahrami and Bahrami (2015) examined the relationship between self-esteem and achievement goals 8th grade Iranian high school students. Using cross-sectional research design, 54 students were randomly selected to take part of the study. Rosenberg self-esteem questionnaire and McGregore's achievement goal questionnaire were the instruments used for data collection. Results showed that both self-esteem and achievement goals dimensions did not have any relationship with students' performance in mathematics. The researchers however indicated that when strategies are implemented to increase students'self-esteem and their orientation to achievement, performance will increase.

Affum-Osei, Adom, Barnie and Forkuoh (2014) explored the relationship between achievement motivation, academic self-concept and performace of senior high school students. With the help of a survey design, 120 students were selected from four senior high schools in the Western Region of Ghana. Inventory of school motivation developed by Mclnerney & Sinclair (1991) and self-concept scale by Cambra& Silvester (2003) were the instruments used for the data collection. Frequencies and percentages as well as Pearson's correlation coefficients were used to analysed the data to answer the research questions. Significant relationship between self-concept and academic achievement was found. Again, analysis showed positive connection between achievement motivation and academic achievement but the correlation was not significant. The investigation affirms the significance of achievement motivation and academic self-concept to academic achievement.

Zoabi (2012) examined the relationship between self-esteem and motivation for learning among pre-academic preparatory programme students and regular students in their first year in the university. Survey design allowed the researchers to sample 175 students, representing 43% from pre-academic preparatory and 57% regular in various departments. A questionnaire was used in the collection of the research data. Findings revealed positive relationship between self-esteem and motivation for learning among students.

III. RESEARCH QUESTIONS

1. What is the level of respondents' self-esteem?
2. What is the effect of self-esteem on students' achievement motivation?

IV. RESEARCH METHODS

Descriptive cross-sectional design was selected for the conduct of this study. This design actually has the advantage of examining situation(s) as it is. It does not involve changing or modifying the situation under investigation (Leedy & Ormrod, 2010). Undergraduate Bachelor of Arts Social Science students of the University of Cape Coast (i.e. level 100 to 400) were selected for the study. The population was estimated to be549 students. The researcher obtained a sampling frame for each of the academic levels (strata) within the population. The sampling frame showed that the level 100 students were 120 in number, level 200 students were 135 in number, level 300 were 112 in number and level 400's were 182. Using Krejcie and Morgan (1970) calculation for adequacy of sample, a total sample size of 226 was arrived at to be the representative of the population of 549. Multi-stage sampling procedure was used in this study, thus, the researcher used purposively chose the

"Department of social sciences" of the University of Cape Coast. He further used stratified sampling technique with a common ratio of .411 to pick up respondents from each of the stratum. In this case, 49 students were picked from level 100, 56 students from level 200, 46 students from level 300 and 75 students from level 400. As already stated, in all the sample size was 226 students. The study made use of an adapted version of Rosenberg self-esteem scale and Achievement Motivation questionnaire prepared based on McGregor's achievement motivation theory was used for the data collection exercise. After the pilot testing of the instrument which made use of 60 students from Social Sciences department, the inconsistencies on the instrument were corrected and the Cronbach Alpha indexes were .82 and .75 respectively. The researcher used two 21 working days to collect the data. The researcher used mean and standard deviation to analyse the data to answer research question 1 and data to answer research question 2 was analysed using simple linear regression. Implications drawn were based on the results of the data only.

V. RESULTS

Research question 1: What is the level of respondents' self-esteem?

The research questing sought to investigate the level of students' self-esteem scores measured using Rosenberg self-esteem scale. Summary of the analysis is shown in Table 1.

Table 1- Self-Esteem level of respondents

Statements	M	SD
On the whole, I am satisfied with myself.	3.4	.60
I think I am good at all times.	3.1	.97
I feel that I have a number of good qualities.	3.5	.61
I am able to do things as well as most other people.	3.4	.60
I feel I do have much to be proud of.	2.9	1.0
I certainly feel useful at all times.	3.1	.91
I feel that I'm a person of worth, at least on an equal plane with others	3.3	.75
I have more respect for myself.	2.0	1.1
All in all, I am inclined to feel that I am a success.	3.4	.91
I take a positive attitude toward myself.	3.4	.78
Mean of Means	3.2	.82

Results from Table 1 shows that respondents have positive self-esteem. This is evidenced by the mean of means score of 3.2 and a standard deviation score of .82 which is an indication of homogeneous responses. On the scale, respondents agreed (M= 3.2, SD= .82) to the statement "I feel that I have a number of good qualities." This is followed by their agreement (M= 3.4, SD= .91) of the statement "I take a positive attitude toward myself". Again, respondents also agreed (M= 3.4, SD= .60) to the statement "I am able to do

things as well as most other people." The respondents can therefore be said to have high self-esteem.

Research question: What is the effect of self-esteem on students' achievement motivation?

This research question sought to find out the effect of self-esteem on achievement motivation of students. Regression analysis was performed and summary of the analysis is shown in Table 2.

Table 2-Regression analysis of self-esteem on achievement motivation

Model	Unstandardized Coefficient		Standardized coefficient		
	B	Std Error	Beta	t	Sig.
1 (Constant)	11.018	1.022		10.781	.000
Depres.Level	.233	.038	.505	6.057	.000

Alpha= .05 (2-tailed) R^2=5.42

The study tested for some important assumptions. First, normality assumption was tested using residual normal probability plot of the model. The points in the normal probability plot lied straight diagonal from bottom left to top right. This actually suggests no major violation of the normality assumption. Second, heteroscedasticity assumption was also found not to be violated in the model.

Results show that self-esteem significantly predict achievement motivation (B= .233, t= 6.057, p=.005). Further analysis shows that self explains 5.4 percent of the variance in achievement motivation. By implication a unit increase in self-esteem score of a student leads to .233 increase in achievement motivation of that particular student. In other words, as a person self-esteem increases, he/she develops stronger need for achievement in academic and other related tasks. Self-esteem is therefore an important factor that boost achievement motivation among students.

VI. DISCUSSION

The study sought to investigate the self-esteem level of the respondents. Result revealed that respondents have positive self-esteem. This result was not surprising since respondents background (as sociology students) are more likely to have influence their rating on the self esteem scale. Sociology students take certain courses such as industrial psychology, behavior management techniques etc. that equip them with the needed skills to reduce anxiety as well as strategies to boost one's self-esteem. on this line, the study confirms the findings of Arhin and Amoako (2019) who identified strong positive high self-esteem scores among psychology university students. Again, in a study, Affum-Osei, Adom, Barnie and Forkuoh (2014) also found that the self-esteem of students gets higher when they are taught strategies for reducing anxiety. The study also explored the effect of self-esteem on the achievement motivation of respondents. Findings showed that self-esteem has a

significant effect on the achievement motivation of respondents (students). This is to say that students who rate higher on self-esteem scale are more likely to exhibit a strong need for achievement in their academic life and beyond. The study findings agree with that of Manafi, Movahhed and Hejazi (2015) who discovered self-esteem predict students' achievement motivation.

VII. CONCLUSIONS

Based on the findings of the study, the study concludes that respondents hold positive view about themselves. They are satisfied with who they are and feel they have good qualities that could aid them to survive the academic environment. It can also be concluded that respondents are more likely to do better in their academic tasks largely because of the level of their self-esteem.

VIII. RECOMMENDATIONS

Based on the findings, the study recommends that University of Cape Coast and all other tertiary institutions to add introductory psychology course to the university core courses to equip students with the skill and strategies for boosting and maintaining a self-esteem.

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