



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Role of Self-Esteem and Achievement Motivation of Undergraduate Students

Enakshi Dasgupta

State Aided College Teacher, Human Development Department, Savitri Girls' College
Research scholars, Sona Devi University, Human Development Department
sarkerenakshi@gmail.com

1. Introduction

Youth play the most important role in shaping any nation's development be it economic, political or social. Therefore it is very important to provide quality education to the students especially who are enrolled for the higher education. It is believed that attainment of the highest standards of education is very important if we want the development of our nation's science and technology. This in turn significantly impacts the social, cultural, economical and political development of the country. The beliefs that people hold about themselves can lead to experiencing of difficulties by them, if the beliefs are self rejecting. Students' failures in academics, particularly, in their basic subjects, as well as their lack of motivation and commitment, are mostly due to their beliefs about themselves and about their ability of having control over their surroundings. The education system must focus on the holistic development of the students. Schools and colleges should not only aim for the academic growth of the students, but also take aim for preparing individuals who are self-assured and functioning fully.

Motivation drives us to behave in a way that leads us to achieve particular goals. The choices that the students make are greatly influenced by the motivation, that in a way, determines our specific goals, and help us to strive for it. It also leads to increased energy, effort and perseverance. . One of the greatest challenges that the present century is facing, is how to motivate the youth so that they can succeed in life. Effective learning cannot take place if the motivation is lacking, which is a big hurdle in learning and development. Lack of motivation is also a major cause of deterioration in our education standards. It has been very well recognized that there exists a strong relationship between achievement motivation, and self-esteem.

The self esteem greatly affects the educational goals of the students. Low self esteem leads to getting lower grades at the college level. The students start feeling hopeless and unworthy of themselves and give up their dreams. The factors affecting self esteem are the home environment, kind of upbringing, parental attitude and social interactions. Self esteem refers to an individual's beliefs about being worthy and valuable. People who have a high self esteem are highly motivated to achieve their goals. . Low self esteem lowers down the motivation of the students. Self esteem affects the interpersonal relationship of the people. High self esteem results in maintaining harmonious, supportive relationship with the others. On the contrary, low self esteem builds in the feeling of rejection, insecurity, loneliness and jealousy among the people.

2. Review of Related Literature:

2.1 Theories of Achievement Motivation

The achievement motivation given by John Atkinson and David McClelland is considered to the oldest theories of motivation in Psychology. This theory emerged from the years of research work conducted by Atkinson and McClelland, that focus of which was on the motivators for cognitive processes, that includes the expected or perceived value of the results of an action. The theory was published in 1953.

According to this theory, the motivation for meeting or exceeding a certain standard of excellence drives our actions and behavior. It is generally believed that it is during the first years of a child's life, that the need for achievement or meeting a certain standard of excellence arises from. The way the children are rewarded by their parents affects their need for achievement. Thus, it can be said that the every person does not have the same degree of achievement motivation. Children who received reward for behaving independently, tend to have cognitive processes with high achievement motivation factors as part of it. On the other hand, children who experienced neglect in their early years, are seem to having a casual approach. For them, meeting a standard of excellence is hardly important. Atkinson and McClelland assumed that when children don't have proper motivation, the emotional arousal that occurring in the unconscious starts growing stronger when a child is challenged having the possibility of success. According to Atkinson, there are three things that determine the motivation for achieving success. The first one is the need for succeeding or need for achievement the second thing is how and what the person estimates, about the possible likelihood of success, in performing the particular task or goal and thirdly, the incentive for success-which means ,

how much the person wants to get success in that particular task. Similarly, the motivation to avoid failure is also determined by three things. These include, the need for avoiding failure which, like the need for achieving success, secondly, how much the person estimates about the possible likelihood of failure at the particular task; and thirdly, the incentive value of failing at that task, which means, how much unpleasant would the failure be.

2.2 Self-worth Theory

Self-worth theory of motivation is concerned with feelings of being valued. According to this theory, there are certain situations where the students feel that they have gained by deliberately not trying and not making any effort. If the person has a feeling that by poor performance, his self-esteem is threatened, he or she may not put any effort or even try for the same. It occurs mostly after an experience of failure. Failure act as threat and lowers down the self esteem and belief in the ability to complete the task. A situation of uncertainty is created about a person's capability for performing well on a subsequent basis. If the following performance also turns out to be poor, then it further confirms the doubts about the ability to perform. According to the Self-worth theory, in order to avoid threat to self-esteem, the person stops making any effort. Thus by withdrawing effort, failure can be easily attributed to lack of effort instead of low ability. In this way, it leads to the reduction in the overall risk to the value of one's self-esteem. When the reason for poor performance is attributed to the poor ability, a situation is created which is highly threatening and it affects the individual's intellect. On the contrary, if poor performance is attributed to a factor that is not related to one's ability, the threat towards self-esteem and one's intellect is much lowered. Weiner (1986) has given the attribution theory of achievement motivation and emotions. According to the Attribution theory, the kind of attributions the person makes for success or failure, determines the amount of effort exerted by the person on the task. Self-system theory claims that people want to socialize and feel connected with the others socially. It is considered to be one of the basic human needs and in situations where it is not met, it affects the functioning in such an environment. The theorists study the kind and quality of the relationships; children have with their teachers and with the classmates. According to them, greater effort is put by a teacher to foster emotionally close relationships with a child, whom they feel is not putting effort in his studies or other areas. This is done so as to make the child feel that the teachers care about him and is interested to know how he feels about the school.

2.3 Sociometer Theory of Self Esteem

It was proposed by Mark Leary in 1999. According to this, people use a form of psychological meter, or a gauge, which can monitor or evaluate the extent, to they feel valuable in the society, and also accepted by other people. This kind of monitor has been named as sociometer. The development of our self esteem is based on our evaluations by other people, and how we perceive that evaluations. If we perceive it be good or positive, we will have a high self esteem and if we perceive it to be negative, our self esteem will be low. People try to enhance their relational value and social acceptance by making use of self-esteem as a measure or gauge of their effectiveness. The meaning of the term relational value is the degree or extent to which a person regards his or her relationship with another person, and how his day to day life is affected by it. If a person has high relational value, he is more likely to have a higher self-esteem and when his relational value is low, his self esteem is also lowered. There are five main groups associated with relational value that have the greatest impact on an individual. These are 1). Macro level, i.e., communities 2). Instrumental coalitions i.e., teams, committees 3) mating relationships 4) kin relationships 5) friendship.

2.4 Maslow theory of Self Esteem Maslow (1943, 1954)

Needs hierarchy theory is based on the five tier model of human needs which has been depicted in the form of hierarchy within a pyramid. In this, the foremost and the most basic need, is the need for physical survival and it is the first thing that helps in motivating our behavior. After that level is achieved, it is the next level up in the hierarchy that motivates our behavior and behavior. The needs have been divided into deficiency needs and growth needs. The first four level of needs are known as deficiency needs (D needs) and the topmost level is known as being needs (B-needs). It is important that lower level needs must be satisfied first, before reaching or satisfying the higher level growth needs. When a deficiency need has been satisfied it goes away

The initial first and second levels of needs are known to be the basic needs that includes food, water, security and safety. The third level of needs is psychological need and is based on the need for social belongingness and relationship with others. The fourth level in Maslow's hierarchy of needs is based on our emotions and it is the need for self-esteem and self-respect. Once the first four levels of needs are accomplished, it leads to the last stage of needs which is based on peak experiences and self-actualization.

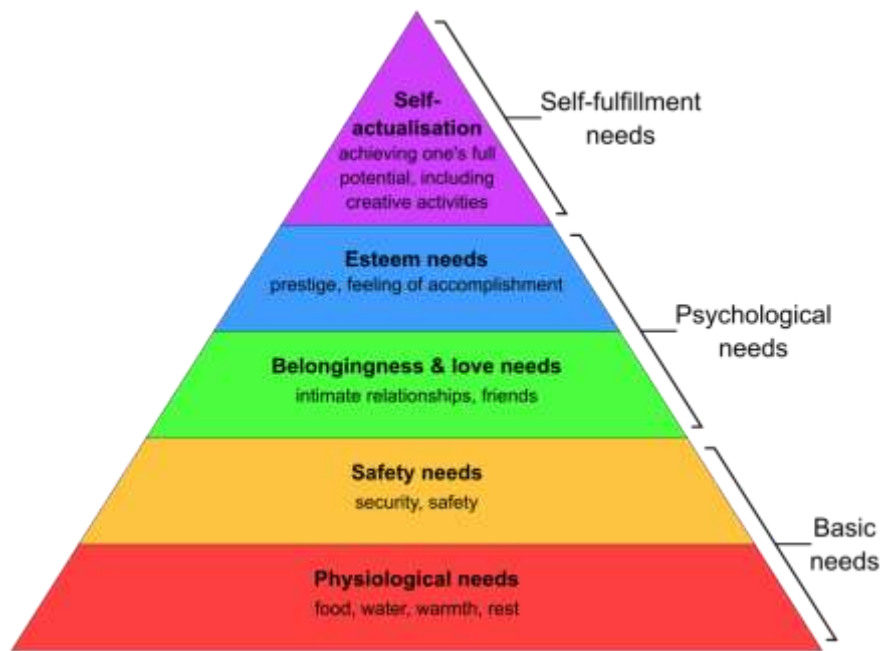


Figure 1.14: Maslow Hierarchy of Needs

3. Objectives of the Study

1. To find out the relationship between achievement motivation, and self-esteem of college students
2. To investigate gender differences for achievement motivation, and self-esteem of college students.

4. Methodology

On the basis of the literature reviewed, it can be inferred that very few studies have addressed the issues catering to the students self esteem, and achievement motivation. Keeping this in mind, this study has been designed to understand the self esteem of the college students along with their achievement motivation and how are these variables related with each other. The existing cut throat competition along with the limited opportunities these days, creates lot of pressure on the students, particularly those enrolled for the professional courses. Some students find it very difficult to sustain under such circumstances as their motivation level is adversely affected. On the contrary, there are some students who are not much affected and continue working hard and are perseverant. The present study is an attempt to understand the role of the psychological variables and how they may affect us.

4.1 Sample

This study comprises of 150 participants comprising of 25 male undergraduates, 25 from professional college, 25 from non-professional college, and 25 female undergraduates 25 from professional college, 25 from non- professional college of Kolkata.

4.2 Design of the Study

The present study is a correlational, quantitative comparative exploratory research. Data analysis has been done with the help of SPSS.

4.3 Research Tools

4.3.1 Rosenberg Self-Esteem Scale

The Rosenberg self-esteem scale (RSES), developed by sociologist Dr. Morris Rosenberg, and has been used to assess the self-esteem of the students. The RSES is ten-item Likert-type scales with items that can be answered on a four-point scale — from strongly agree to strongly disagree. Five of the items have positively worded statements (1, 2, 4, 6, 7) and five have negatively worded ones (3,5,8,9,10). The 77 scale measures state self-esteem by asking the respondents to reflect on their current feelings. The scale ranges from 10-40. Scores between 15 and 25 are within normal range, scores below 15 suggest low self-esteem. The Rosenberg self-esteem scale is considered a reliable and valid quantitative tool for self-esteem assessment.

Reliability and Validity

The Rosenberg Self-Esteem Scale presented high ratings in reliability areas, internal consistency was 0.77, minimum Coefficient of Reproducibility was at least 0.90 (M. Rosenberg, 1965, and personal communication, April 22, 1987).

Test-retest reliability for the 2-week interval was calculated at 0.85, the 7-month interval was calculated at 0.63 (Silber & Tippet, 1965, Shorkey & Whiteman, 1978).

4.3.2 Achievement Motivation scale

To measure Achievement motivation, Achievement Motivation scale by Dr. Asha Mohan and Prof. Pratibha Deo has been used. Dr. Asha Mohan is a retired Reader in the department of Education, Punjab University. The scale consists of 50 items that have to be rated on a 5 point rating scale. This questionnaire is of the self-rating type and can be administered in a group, with 5 points to rate viz Always, Frequently, Sometimes, Rarely and Never. It has no time limit. The scoring device is simple, stencil type having a numerical weightage from 5 to 1 for the positive items and reverse for the negative items. Positive item carries the weight of 5, 4, 3, 2, 1 for the categories of Always, Frequently, Sometimes, Rarely and Never respectively. The negative item is to be scored 1, 2, 3, 4 and 5 for the same categories respectively that are given above. Separate keys are provided for positive and negative items. The total score is the summation of all the positive and negative items scores. The minimum score obtained can be 50 and maximum can be 250, other scores ranging in between these limits.

Reliability & Validity

The coefficient of reliability are sufficiently high and the scale can be considered as reliable for use. Taking into consideration these results, the present scale reliability coefficients by test-retest method for the total group, as well as for the separate male and female groups, are very satisfactory and the scale can be taken as quite reliable for use. As far as the validity of the scale is concerned, in the first instance the item validity established by the high-low discrimination method was accepted as the validity of the whole measure. Besides, this scale was also used for validating the projective test of Achievement Motivation. The coefficient of correlation was observed to be .54 which speaks for the validity of the scale also.

5. Results and Discussions

The main objective of the present research was to investigate the self esteem and achievement motivation of the college students and to compare the students of professional and non professional courses on these variables. Gender differences were also obtained for all the three psychological variables. The Results shows that

- a. The study highlights the importance of self esteem for college students. It clearly shows that the higher self esteem leads to higher self efficacy. It means that the students who regard themselves to be highly worthy and important also feel competent for any task. This in turn motivates them to work with full commitment and dedication thereby enhancing their overall performance.
- b. Better performance in turn leads to success and accomplishment of the goals. This further reinforces the behavior and thereby strengthens the self-efficacy.
- c. Results for the correlation between self esteem and achievement motivation, shows that the two variables have a weak, yet positive correlation. It means that 102 higher self esteem leads to higher achievement motivation. The students whose self esteem is higher also have a higher achievement motivation. Higher self esteem helps the students to realise that if they don't grow and learn in their lives, they will not be able to cope up with the existing situations and competition. In order to grow, they need to constantly push themselves by taking on new challenges.
- d. As far as the gender differences are concerned, no significant differences were found in the self esteem scores of the undergraduate students, from professional and non professional courses, taken together. Gender differences were also obtained separately, for professional courses and non professional courses.. Here again, result indicates that there is no significant differences for the self esteem scores. Thus it can be stated that there is no difference in the levels of self-esteem between males and females at present. This is a major change in the society these days and clearly shows how much we have progressed.

Conclusions

The present study was done with the aim of assessing the level of self esteem, and achievement motivation of the college students and also to compare the students from professional and non professional courses.

- The students were found to be having higher achievement motivation. Also, their level of self esteem and self efficacy was found to be higher overall. It clearly highlights the fact that the students these days are highly motivated for their goals.
- Results show that there exists a strong positive correlation between students self efficacy and their self esteem level. It means, that students who have higher self esteem, also have higher self efficacy and are more confident about their abilities. Thus they perform better.

- There exists positive correlation between self esteem of the students and their achievement motivation.
- It again points out the fact that higher self esteem leads to higher achievement motivation among the students. The students, who regard themselves to be worthy, also have motivation to achieve their goals.
- . Students from the non professional courses are found to be having higher self esteem and self efficacy than the students pursuing professional courses. Students pursuing courses in humanities and social Sciences, are more motivated for their goals. This could be due to the fact that the stream of Humanities and Social Sciences seem to provide better career options to the students, where they can choose from different options.
- Results on the gender differences indicate that there is no difference between males and females for their self esteem, self efficacy and achievement motivation level. This is a major change in the society these days, where boys were always found to be having higher self esteem and self efficacy. But now, girls are also not behind the boys and are doing very well professionally, as is clearly evident by the results of the present study.
- The study highlights the importance of counselling and guidance of the students. Students need to be guided for making right career choices much before they chose their courses after intermediate.
- It is very important that they choose their career wisely matching their skills, interest and aptitude.

The study also focuses on addressing the mental health issues of the students. As it can be seen, that lot of the students land up studying engineering or medical not because they were interested, but because their parents expected them to do so. As a result, they find it very difficult to sustain later on, resulting in poor academic performance and stress. They start suffering from low self-esteem and inferiority complex.

Reference

<http://hdl.handle.net/10603/523044>

Title: Self Efficacy Self Esteem and Achievement Motivation among college students

mpex <http://hdl.handle.net/10603/523044>

<https://ijrp.in/articles/role-of-self-esteem-self-efficacy-in-achievement-motivation-among-college-students/>

Atkinson, J. & Feather, N. (1966). A theory of achievement motivation New York: Wiley and Sons

Atkinson, W. Bastian, IR, Earl, RW, & Litwin, GH (1940). The achievement motive, goal-setting, and probability preferences, *Journal of Abnormal Social Psychology*, 66, 27-36

Baumeister, RF. (Ed)(1999) *The Self in Social Psychology*. Philadelphia, PA Psychology Press (Taylor & Francis)

Coopersmith, S. (1967) *The antecedents of Self-esteem*. New York: WH Freeman Covington, M. V. & Omech, C. L. (1979) Effort. The double-edged sword in school achievement, *Journal of Educational Psychology*, 71(2), 169-182

Crocker and Parker. LL. (2004). "The costly pursuit of self-esteem *Psychological Bulletin* 130(1), 392-414

Dweck, C. S. (1999) *Self Theories Their Role in Learning, Motivation, Personality, and Development* Hove Psychology Press, Taylor and

Eyo, I. E. (1956) Nigerian adaptation of Herman's Quvontade Measure of Achievement Motivation. *Nigerian Journal of Psychology* 5, 52-71

Hudson, M. (1992) *Test Condition Psychological Corporation*, Chicago

KA. (1972) A related to behave. *Journal of Personality and Social Psychology* 72(21) 166-374

Ly. MR. AB, RF (2000). The nature and function of self-esteem Sociometer theory in M. Zanna, Aban in *experimental social psychology* (1321-42. San Diego, CA: Academic Press)

Les Mak DL (1995) *fachons of the self-esteem system as a sociometer la MII Konis agency and self wineem ipp 123-144* New York Premum pros efficacy

Lany, MR. and Baumenter, RF (2000). The Nature and functions of self-esteem Sociometer theory. In MP Zanna di *advances experimental Social*

Lewy, MR. (19) *Making Sense of Self-ween Curent Donuts in Psychological Science* 8(1), 32-35