

Academic Self-esteem and its Relation to Academic Achievement Motivation

(A Field Study in Two Secondary Schools in Oran)

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Introduction*

The subject of self-esteem occupies an important position in the theories of personality and is an important factor that has a significant impact on learner's behavior. Margaret Mead (1976) stated that the individual's sense of self is the result of the behavior of others with him. Ortiz (2002) concluded that an individual who is not receptive to the social group to which he or she belongs feels very low. And the concept of students' self-esteem is among basic human needs. It has been mentioned by many of the theorists in the field of psychology in general, such as "Maslow 1954". "Some students tend to derive self-esteem from others, relating it to the

* ملخص الدراسة: تعالج هذه الدراسة موضوع تقدير الذات الأكاديمي وعلاقته بدافعية الإنجاز الدراسي وهي دراسة ميدانية أنجزت على مستوى ثانويتين بمدينة وهران. وقد تمثلت أهداف هذه الدراسة في تقديم صورة إجمالية عن أنواع التلاميذ وخصائصهم من ناحية تقديرهم لذواتهم وما مدى دافعيتهم للإنجاز الدراسي وكذلك معرفة نقاط القوة والضعف لديهم في هذا المجال أي تشخيص الوضع الكلي من أجل مواجهة وعلاج بعض المشاكل التي نتلقاها كأستاذة، ولقد تم الاعتماد في هذه الدراسة على استمارتين هما: استمارة تقدير الذات الأكاديمي واستمارة الدافعية للإنجاز الدراسي. وقد أسفرت نتائج هذه الدراسة إلى أن هناك علاقة ارتباطية دالة إحصائية بين تقدير الذات الأكاديمي والدافعية للإنجاز الدراسي لدى التلاميذ، كما بينت نتائج هذه الدراسة عدم وجود فرق دال إحصائية بين الجنسين من حيث تقدير الذات الأكاديمي. كما بينت النتائج عدم وجود فرق دال إحصائية بين الجنسين من حيث الدافعية للإنجاز الدراسي.

Key words: academic self-esteem, motivation, achievement motivation.

kind of achievement, the information and possibilities they have, or the respect and love of others. (Mohamed salmane elamyane 2005: 284)

Achievement motivation is also one of the important aspects of the system of human motivation, and has been studied by a number of scholars because of its great importance in various fields (psychology, education, etc ...). Motivation is an important factor in directing student's behavior. The student seeks to prove himself when he feels appreciated through the achievement of his goals.

We will study each variable theoretically and then a through a field study conducted on the relationship between academic self-esteem and academic achievement motivation. The difference in the types of learners with the same level makes the teacher look for a variety of ways and means to achieve his objectives within the classroom. This difference, which characterizes the pupils, is a difference of their self-esteem and disparity in their desire to achievement.

Motivation behind the Choice of the Study:

- Identify the types of students in our educational institutions
- Provide the school life with such subjects for scientific benefit.
- Know the characteristics of the pupils in order to choose the correct and appropriate method of communicating information to them.

Objectives of the Study: In order to do any work, you are required to identify certain goals you seek to achieve through it, and our goals through this study are as follows:

- Provide an overall picture of the types of pupils and their characteristics in terms of self-esteem and the extent of academic achievement motivation

- Identify their strengths and weaknesses in this area, namely to diagnose the overall situation in order to address and treat some of the problems we encounter as teachers in the classroom.

Importance of the Study: The school administration strives to achieve good results by providing the right atmosphere, hence our study “academic self-esteem and its relationship to academic achievement motivation” is very important in terms of:

- Knowledge and identification of the role of all agents of the educational process in achieving the set objectives.
- Providing information and results on the relationship between academic self-esteem and its relation to achievement motivation.

Problematic of the Study: There are various factors influencing academic achievement. The teacher strives to achieve the educational goals following a syllabus, however he finds himself in a situation causes are unknown to him. Therefore, he must cover all aspects related to the learner (scientific, educational, psychological, academic, etc.) especially the psychological side, which is often neglected by the majority of researches. It is to discover the extent of learner self-esteem on the one hand and raises the motivation for learning on the other hand.

The current study is designed to examine the relationship between the variables (self-esteem and achievement motivation) in the school environment (academic) and from this we can raise the problem of the study through the following questions:

- Is there a significant correlation between academic self-esteem and motivation for school achievement in secondary school students?

- Is there a statistically significant difference between secondary school students in terms of academic self-esteem based on gender?
- Is there a statistically significant difference between secondary school students in terms of school achievement based on gender?

Hypotheses of the Study: The following hypotheses were formulated:

- There is a significant correlation between academic self-esteem and school achievement among second year secondary school pupils.
- There is a statistically significant difference between male and female pupils in terms of self-esteem in second year secondary.
- There is a statistically significant difference between male and female pupils in terms of academic achievement in second year secondary

Operational Definitions of Variables

Academic self-esteem: The learner's opinion about himself in the school environment in terms of abilities for learning and academic success. This variable is revealed by applying its own form.

Achievement Motivation: Is the result obtained through the application of an academic self-assessment questionnaire to secondary school level pupils.

1. Theoretical Overview

* **Academic Self-esteem:** The success of the individual in performing his role in society depends mainly on his self-esteem, and the external factors that affect him.

The Concept of Self-Esteem: The term "self-esteem" comes from the Latin word "ESTIMO" which means "I am valuable". This concept means appreciating the value of ourselves and knowing that we are in a better

state. According to Garard, self-esteem is "the individual's view of oneself, in the sense that the individual perceives himself as self-sufficient and includes a sense of competence, merit, and willingness to accept new experiences." (Khalil al-Maaytah, 2007: 89)

According to William James, self-esteem: "A sense of self which comes from the successes of the individual or the success of his attempts or through the parity of successes with expectations and the more successful the higher the self-esteem. (Salah eddine elamriya 2005: 119)

Self-esteem is a person's assessment of himself within the limits of how he perceives the views of others of him (Mohammad Atef Ghaith, 2006: 375).

Characteristics of Self-Esteem: (Ranjit Singh Malhi, 2005: 3).

Self-esteem is an awareness of the individual's self-worth and value based on ideas, knowledge, and messages conveyed to him by important individuals in his life.

Self-esteem is a variable characteristic; it changes by internal and external influences and according to experiences, as well as pleasant and unpleasant feelings.

High Level of Self-esteem:

Joseph Mutin defined "high self-esteem as:" the positive image of the individual about himself as he feels successful and confident in his abilities to find solutions to his problems and is not afraid of the situations that he finds around him."

"People who have high self-esteem believe they are valuable and worthy of respect and esteem, and they believe in the validity of their ideas," says HamaCheek. (Mohamed chanawi 2001 : 125)

Low Level of Self-esteem:

Rosenberg (1965) defines it as "the individual's dissatisfaction and self-rejection". A person who has a low self-esteem can be described as a person who lacks confidence in his abilities and is desperate because he cannot find a solution to his problems and believes that the intelligence of others is better than his intelligence, so he feels helpless and anxious to deal with others. (Mohamed sayad abderahmane 1998: 398)

From this point of view, the general characteristics of low self-esteem can be determined as:

- Self-contempt and pessimism.
- tendency to withdraw or modify their opinion for fear of being ridiculed by others.
- Insufficient roles and functions.
- A continuous felling of guilt even if they have nothing to do with the mistake.

Cooper Smith (1981) found that there is another level in addition to the two levels, the intermediate level, where the average self-esteem is between the two types (high and low) and its achievements are average. (Ayda dib, Abdallah Mohamed 2010: 76)

The Concept of Academic Self:

The academic self is a structured knowledge of the student's self-assessment of himself by assessing his academic level and by comparing himself to his peers of the same age and academic grade (Ghalem Fatima, 53). It is the vision that the student sees to himself in as a learner in terms of his ability to attain and perform his academic duties, his future vision and awareness of the value of his body and his awareness of the dimensions of his strength and his confidence in his ability to take the

responsibility of class compared with other students who have the ability to perform the same tasks. (Wadha bint Habab, 2013: 2016).

Academic Achievement Motivation

The Concept of Motivation:

Marwan Abu Huij believes that motivation is the "potential of the living organism that drives it to behave in a certain way in the outside world, so that it can set its goals and ambitions to achieve the best possible adaptation to the external environment" (Marwan Abu Huij, 2004: 143). Muhammad Odeh al-Rimawi defined it as "a process or a series of processes that promote, maintain, and ultimately stop the behavior directed toward the goal" (Mohammad Odeh al-Rimawi, 2004: 201). According to Young, it is an "activity directed towards a particular goal, such as the search for food or security" (Nabihah Saleh al-Samarati, 2006: 94)

Achievement Motivation

Definition of Achievement Motivation: (Saad Ahmed Ibrahim Abu Chaka 2007: 22).

Ferguson (1976 :78) defines it as "the struggle for excellence in order to attain levels in different tasks, in which performance is characterized by success or failure and is directly oriented towards achieving the goals". Achievement motivation for is the individual's willingness and willingness to perform a work in the best performance and in the shortest possible time, challenging all the difficulties that he faces, i.e., assuming full responsibility for it. In the area of education, achievement motivation has another term called learning motivation.

Motivation for Academic Achievement:

It means "that force that raises and directs the student's behavior towards work related to his or her academic achievement" (Hamid 1996).It is also

defined by Tawk and Ads (1990: 118) as "the internal or external state of the learner, which moves his or her behavior toward a specific goal or purpose and maintains its continuity and attention centered on learning and learning activities to achieve that goal." (Zoubida ameziane 2007:34-35)

Characteristics of Students with High Achievement Motivation:
(Saad Ahmed Ibrahim Abu Hoshak: 2007, 39).

- They set reasonable goals for themselves - They care for excellence. - They are more busy and interested in achieving the issues of achievement and the development of future goals and planning to achieve them and perform more proficiently.
- Choose the good students as friends to share achievements with.
- are more likely to describe the actual steps they will take to achieve their goals.
- They are more aware of the time.
- They are mostly interested in discovering their surroundings.
- Intensive attention to the teacher in the classroom during explanation.

Characteristics of Students with Low Achievement Motivation:

There are distinct characteristics of low-achievement learners. Some of them are presented in the following points: (Sulaiman, 2010: 321)

- Avoid participating in activities - get bored quickly - Negative self-image - Ambition and future expectations modest - More response to failure - Lack of cooperation and help with peers - Avoiding problems, and quickly stop resolving if faced –

Commentary:

The lines above show us the importance of motivation, and the role it plays in directing and guiding behavior. It can be said that any activity by the individual does not continue but does not start without a motive, as

well as the effective role played by the motivation of learning in the educational process, and its role in promoting learning, and for this reason it was necessary for educators, parents to first identify the causes of low motivation and then facilitate the process of raising and developing motivation for a successful educational process.

2. Empirical Study

A. Pilot Study

The aim of the pilot study in this research is to experiment with the research tools and to determine their suitability for application.

Sample and Characteristics

The sample of the pilot study consisted of 40 second year pupils at two secondary schools in Oran (Imam Houari and Merah Abdelkader secondary schools). They were randomly selected, between the ages of 16 and 18 years old.

Research Tools and Methods: The study was based on two forms:

Academic Self-Assessment questionnaire:

This questionnaire is composed of 30 paragraphs, the validity of which has been calculated using discriminate validity and internal consistency, after applying it on a sample of 100 adolescent students, and all the values obtained were sufficient to indicate the validity of this questionnaire.

As for the reliability of the form, it was calculated using the split-half method ($R = 0.79$) and by the Cronback Alpha equation (0.752), which is sufficient to indicate the reliability of the form.

Academic Achievement Motivation Form:

It was made by Lipper (2005) and translated to Arabic by Ahmed and Khalid Mayatah. It consists of 24 paragraphs and is related to the completion of pupils in the school environment. The validity and reliability in both the translated version and its re-application in the study

sample of Ghalem Fatima's study "The relationship of multiple intelligences and academic self-image with motivation for school achievement" indicate its validity in research and studies (Ghalem Fatima, 2015: 107-111).

The psychometric characteristics of the scale have been verified in order to be used in the current main study as follows:

Reliability: According to Cronback Alpha equation, it reached a value of 0.88 on a sample of 40 individuals which is sufficient to indicate the stability of the form.

Validity: According to the auto-validity coefficient: root 0.88 ie: 0.94.

It can be said that the two forms enjoy sufficient values of validity and reliability to be used in the main study.

B. The Main Study

Methodology: The descriptive approach was adopted in the following study through the use of mathematical methods in data processing and analysis through the following steps:

- Collection of statistical data on the subject through the application of the two forms.
- Presentation of statistical data on the subject through the application of the two questionnaires
- Data analysis (for search hypotheses).
- The interpretation of the data through the results.

Study Sample and Characteristics:

The questionnaire was distributed to 111 pupils, including 41 males and 70 females, after we asked them to fill out the initial data then read each statement carefully and answer by choosing the appropriate choice.

Table 1: Sample Distribution by gender

Gender	Number (n)	Percentage
Males	41	% 44.95
Females	70	% 48.66

Table (1) shows that the majority of respondents are females and estimated to be 48.66 percent.

Time and Place Context of the Study: The study was conducted from 01/02/2014 to 06/05/2015 in two secondary schools in Oran: Imam Houari and Abdelkader Marah schools. The aim is to confirm the validity of the results.

Research tools:

After the calculation of the validity and reliability of the research tools, they were applied by distributing the first questionnaire to the students to fill the data after reading each of them carefully and understand and benefit from the explanation provided by the researcher.

As for filling the two forms, it was as follows:

Academic Self-Assessment questionnaire: This questionnaire is composed of 30 paragraphs each paragraph contains three scale values and a code is attributed:

- 0 Never applies to.
- 1 Applies somewhat.
- 2 applies to a lot.

We then get 0, 1 or 2 as a code, not a score.

Academic achievement motivation questionnaire consists of 24 paragraphs and is related to the completion of pupils in the school environment. It contains 5 scales values that have been given the score:

- 4 strongly agree
- 3 agree

- 2 Not sure
- 1 don't agree

Statistical Methods Used:

The work was based on the data collected in this study and then analyzed using the SPSS program by applying the following statistical methods:

- Mean
- Standard deviation.
- t-Test to study the differences between variables.

$$t = \frac{X1 - X2}{\frac{\sqrt{(N1-1)s^2_1 + (N2-1)s^2_2}}{N1+N2-2} \left[\frac{N1+N2}{N1N2} \right]}$$

Correlation coefficient (t)

$$R = \frac{n \sum(xy) - \sum x * \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2) (n \sum y^2 - (\sum y)^2)}}$$

After we discussed the hypotheses of the study and the statistical methods used to process the data and the procedures of applying the study, we will try to present, analyze and discuss the results of the obtained data:

Results:

First Hypothesis: There is a statistically significant correlation between academic self-esteem and school achievement motivation of secondary school students:

Variable	N	Calculated t	T on the table	Level of significance
Academic self-esteem	111	0.71	0.24	Signifiante at 0.01
School achievement motivation				

Table (2) shows the results of Pearson correlation coefficient.

The table above shows that value of the correlation coefficient (c) is higher than the value of (t) on the table. Thus, the result is a significant at 0.01 as a correlation level. This means that the first hypothesis is accepted, i.e. there is a statistically significant correlation between academic self-esteem and school achievement motivation of secondary school pupils.

The second hypothesis: There is a statistically significant difference between secondary school students in terms of academic self-esteem by gender:

Gender	N	M	A	Calculated t	T on the table	Level of significance
Male	41	44.95	11.75	1.78	2.62	Insignifiant
female	70	48.66	09.82			

Table (3) shows the results of the t-Test

Table (3) shows that the mean of the academic self-esteem of females is greater than that of males. However, the value of calculated (t) and the equivalent of (1.78) is lower than t on the table. Thus, we reject this hypothesis, ie there is no difference between males and females in terms of academic self-esteem.

The third hypothesis: "There is a statistically significant difference between second year students in terms of school achievement motivation":

Gender	N	M	A	Calculated t-	t-on the table	Level of significance
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Male	41	44.95	11.75	1.78	2.62	insignifiant
female	70	48.66	09.82			

Table (4) shows the results of T-Test

Table (04) shows that the mean of female school achievement motivation is greater than that of males. However, the value of calculated T is lower than T on the table. Therefore, we reject this hypothesis, i.e., there is no difference between males and females in the study sample in terms of academic achievement motivation.

Discussion of Results

The current study has been discussed in light of the previous studies on the subject and based on the theoretical data according to the sequence of hypotheses.

The first hypothesis is that "there is a significant correlation between academic self-esteem and school achievement motivation of second-secondary pupils." Table 2 shows that the value of the correlation coefficient T (0.71) is greater than the value on the table. Thus, the result is a significant at 0.01 as a level of significance, which means acceptance of the first hypothesis in this study. There is indeed a statistically significant correlation between academic self-esteem and school achievement motivation of secondary school pupils.

This is in line with the results of the study of Shaarawi. (Ghalem Fatima, 2015: 61), which was about "self-efficacy and its relationship to some variables of motivation among high schools pupils". This may indicate that achievement motivation is one of the most important factors to maintain the individual's self-image.

The second hypothesis is that "there is a statistically significant difference between secondary school pupils in terms of academic self-esteem by

gender" and Table (4) shows that the mean of females academic self-esteem is greater than that of males. However, the value of calculated (t) and equal to (1.78) of the value (t) on the table and therefore there is no difference between males and females in terms of academic self-esteem, while the study of Zoubida Ameziane (Younsi Djamila, 2007: 40) showed that there are differences between males and females in terms of self-esteem.

Thus the results we have reached through our study may be different because of differences in sample, place and time, and this may indicate that pupils have the same level of appreciation for themselves and both male and female pupils get the same treatment from others (teacher, family, school administration ...) and have the same vision of themselves.

Third hypothesis: "There is a statistically significant difference between second year secondary school pupils in terms of school achievement motivation by gender" and Table (3) shows that the mean value of academic achievement motivation of females is greater than males, but the value of calculated (t) is less than (t) on the table. Thus, there is no difference between the males and females of the study sample in terms of school achievement motivation. This is in line with Attia's study (2002) (Ghalem Fatima, 2015: 80) that aimed at revealing the level of motivation for academic achievement of middle and secondary school pupils. Among the findings: there are no statistically significant differences in school achievement motivation between the two genders. This might be due to the educational opportunities that are available for both genders and both of which are influenced by school achievement motivation and they both seek to learn and achieve the best results and they both get the same incentives from the family and the school.

Conclusion

This study has revealed that the real reasons why the pupil changes his academic level is his appreciation for himself and his vision of himself since a negative vision does not make him achieve any goal nor set any goals initially. The teacher has to know the causes of the pupil's low self-esteem since high self-esteem may increase the school achievement motivation. The latter makes the pupil tend to excel and achieve better results and increase the ambitions of success. That is why the teacher has to work on raising the motivation of the pupils by knowing them better to identify their social environment so that the prevailing psychological and social atmosphere in schools helps to study and achieve the best results.

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