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**The relationship between self-esteem and the
learning motivation in Social Sciences
students at the University of Tiaret**

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ABSTRACT

This study attempts to identify the students' self-esteem and its relationship to their learning motivation and gender differences at the Department of Social Sciences, University of Tiaret in Algeria. The research sample consists of 240 first and third year Social Sciences students - males and females- during the year 2020 - 2021. In order to collect data, two different tools were used; self-esteem scale and learning motivation scale. The data were analysed by using both the correlation coefficient, and two-way analysis of variance test (ANOVA test). This study has shown that the students have a self-esteem level which is higher than the average. Besides, a positive correlation coefficient was found between students' self-esteem and their learning motivation. Moreover, according to the analysis of variance, there are statistical differences in self-esteem between the students at the level ($\alpha \leq 0.05$) in favor of females. Whereas, statistical differences were found at the level ($\alpha \leq 0.05$) between the two academic levels in favor of first-year students. Thus, based on these results, it is recommended to conduct more studies to understand the nature of the relationship between self-esteem and motivation to learn.

Keywords: self-esteem, learning motivation, the academic level.

INTRODUCTION

Self-esteem is one of the main personality dimensions. It affects and directs the individuals' behaviour either in a positive or negative way when dealing with the self and its abilities or with other people. Thus, many studies have been conducted about this topic and its relationship with other variables in the personality of individuals or those that are considered to have an influence on self-esteem.

Al-Lihyani and Al-Otaibi (2010) mentioned has found more than 30,000 studies on self-esteem and its relationship to academic achievement, school withdrawal, delinquency, leadership, drug abuse, and other behaviours, yet he has found only few conclusions because of the used scales and definitions for self-esteem, which made the process of generalization difficult.

According to Abo-saad (2009), the learning motivation is one of the variables that have been studied in relation to self-esteem. It is linked to the self since the learner develops an academic self concept through his interaction with different situations including classroom educational situations.

Tawq, Qatami, Adas (2003) argue that the learning motivation is **“an internal state of the learner that pushes him to pay attention to the educational situation, doing it by a directed activity, and to continue this activity until learning is achieved”** (p. 211). In addition, it , motivation, is an educational goal in itself; the students' motivation makes them engage in cognitive, emotional and motor activities. Hence, any educational system aims at activating students' motivation as it has positive effects on their learning and behaviour, which direct the behaviour towards certain goals, increasing effort, energy, initiative and perseverance among in learner in addition to increasing his ability to process information, so that his performance is improved.(Baqi'i, 2004)

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It is relevant to study self-esteem and its relationship to learning motivation, in addition to the variables of the students and their academic level at the university; therefore, the results of this study may contribute to give a deep understanding about the relationship between self-esteem and the motivation to learn.

Among the most famous researchers in self-esteem is "Maslow" who included it in the hierarchy of psychological needs; he believed that self-esteem includes self-respect which consists of competence, self-confidence, achievement and independence. Also, it includes appreciation from the others which has status, acceptance, attention, focus, and fame. (Abo- aoun: 2014, p. 105).

Despite the difficulties that researchers faced to agree to a unified definition of Self-Concept and Self-Esteem, which are sometimes used interchangeably, each term represents different dimensions of self-awareness. The word "self" describes the self in terms of roles and attributes that individuals possess, but it does not include a positive or negative description or evaluation of the self. However, self-esteem depends on the evaluation that an individual makes on the description of the self (Al-Khatib, 2004). Rosenberg defines self-esteem as: **"The individual's overall attitudes - negative or positive - towards himself"**. This means that in high self-esteem the individual considers himself valuable and important, while low self-esteem means dissatisfaction with oneself, self-rejection or self-contempt; the individual's self-esteem means the idea that the individual perceives of how others view and evaluate him

Cooper Smith defines self-esteem as **"The set of attitudes and beliefs that an individual recalls when facing the world around him, and it includes success expectation beliefs, failure degree, and effort degree"**. (Abo-Ghali,2012, p. 85). There are a lot of trends that have dealt with the concept of self-esteem, among them we have .

- **Self-esteem as an expectation:** the negative or positive feedback affects self-esteem through the social environment. Adler believes that there is a link between the feeling of failure and self-esteem, which he called the inferiority complex while Alport believes that there is a relationship between strength and perseverance on one hand, and self-esteem on the other hand. Rollomay argues that self-esteem is linked to the fact of being "to be or not to be." (Richard, Scolt: 1989, p23);
- **Self-esteem as an evaluation:** it means the judgment of the individual and the others about the meanings of the self which can be represented in the physical self, self-identity, self-scope, and self-perception. These perceived values can be expressed by the individual through his behaviour during the conversation (Shaqfeh, 2009, p. 16);
- **Self-esteem as a need:** Maslow divided the needs of individuals into two types; first, the needs of appreciation which include a strong desire for achievement, efficiency, self-confidence, and the ability to be reliable. Second, the needs that are in common with the first type, and which include the desire to obtain prestige and admiration. Individuals have a real need for appreciation from the point of view of others.
- **Self-esteem as a condition:** Kristen et.al (1999), presented a definition of self-esteem that includes a person's comprehensive view of himself. It includes the evaluation and the judgment of self-knowledge with its positive and negative aspects; positive appreciation is related to mental health while Negative judgment is associated with depression (Kristen, c. et. al, 1999, p470);
- **Self-esteem as a tendency:** it is the individual's feeling of positivity towards himself, which is represented by the competence, strength, self-admiration, and worthy of love (Maria: 2000, p229).

Among the most important theories that tried to define self-esteem, we mention the following:

b) Rosenberg Theory

It is among the first theories that attempted to explain self-esteem by studying the development of the individuals' behaviour to assess their selves through the prevailing factors and standards in their society such as the social and economic factor, religion, and socialization. Rosenberg was interested in the family's role in the individual's self-evaluation. He considered that self-esteem is a concept that reflects the individual's attitude towards himself (Robson: 1988, pp. 6-15).

c) Zeller Theory

Zeller argues that self-esteem often occurs in the social frame of reference; the individual evaluates himself based on the social reference, and self-esteem is the one's self appreciation which plays the role of mediator between the self and the real world. Therefore, Self-esteem determines how an individual evaluates his self when changes occur in his social environment (jaballah, 2002, p. 162).

d) Cooper Smith Theory

Cooper Smith's study of self-esteem was conducted on pre-high school children. He distinguished between two types of self-esteem. On one hand, true self-esteem which is found in individuals who feel valuable. On the other hand, defensive self-esteem is found in individuals who do not feel worthy, but they cannot confess or deal with themselves and the others. Besides, Cooper thinks that there are four self-esteem determinants which are successes, values, ambitions, and defences. Also, he believes that there are three cases of parental care that lead individuals to a high esteem: activating children, supporting children's positive behaviour, and respecting children's initiative and freedom to change (Khalaf, 2000, p. 42).

Based on the above mentioned theories, we conclude that family is an important factor in self-esteem formation. In addition, parental care and the socialization methods are factors that have a significant contribution in both increasing and decreasing individuals' self-esteem.

The second important variable of this study is the motivation to learn. It is one of the most prominent characteristics of personality, which is an ongoing research topic as the humans are in need of the energy that makes them work and learn, and the main source of this energy is motivation. According to, an individual who wants to learn by himself, is already motivated to do it; however, if others plan to him, this may mean that he is not necessarily enthusiastic about what he does because of insufficient motives that push him to learn, and he needs to be encouraged and motivated. (p. 79) .

Therefore, students can have a high academic motivation when they accept to do academic work with enthusiasm and make their effort to succeed with excellence because they love the learning environment (Al-Khouli, 2001, p. 87).

Motivation to learn can be defined as the student's occupation for the longest possible time in learning and his commitment to the educational process (Ames, 1992, 261). Also, Tawq, Qatami, Adas (2003) argue that the learning motivation is **“an internal state of the learner that pushes him to pay attention to the educational situation, doing it by a directed activity, and to continue this activity until learning is achieved”** (p. 211).

Qawasmeh and al-Ghariba (2005, p. 178) define it as the potential state that the student possesses constantly, and if he is patient while doing what is necessary to learn from different activities related to different educational situations, this enables him to reach his goal which is the learning process. Moreover, motivation to learn can be defined as: **"the individual's tendency to**

undertake different activities and take the task in order to reach the goals of the learning process”. (Al-Masaeed, 2008, pg 4).

In addition, the studies in this field have shown that individuals with high motivation are more successful at school and in managing their business, and they get promotions in their jobs more than those with low motivation (Abo-Ghali, 2012).

Self-efficacy, self-concept beliefs, and self-regulation practices influence and predict academic outcomes. According to Bandura's social cognitive theory, students' self-efficacy beliefs, i.e. their judgments about their confidence in their ability to perform academic tasks or to succeed, predict their subsequent ability to complete such tasks or passing their activities. Many researchers have stated that the accuracy of an individual's self-perception is related to academic performance and general mental abilities (Pajares & Graham, 1999).

The question that must be asked now is which factor can affect the other one? does self-esteem affect the motivation to learn, and thus achievement? Or is the motivation to learn that affects self-esteem? reviewed a number of studies to determine which comes first academic success or self-esteem? He has found that most studies confirm that self-esteem is the result of success; however, he recognized that if students do not have a certain level of self-esteem, they cannot be motivated to try, and they are not likely to survive. Besides, he concluded that students achieve a better educational and social success if they have a realistic concept of self, a sense of self-importance, and confidence in their ability (Al-Lihyani and Al-Otaibi, 2010, p. 1).

Adas (2003) believes that high school achievement leads to a positive view of the self. On the other hand, students who have a positive view about them, they feel satisfied with themselves and their abilities. Therefore, their academic performance gets better. Kristen (1999) believes that gifted students who have poor self-esteem and low self-concept, have weak motivation and intentional

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underachievement (Kristen,1999, p.235). Also, Oken and frieman (2003) agree that there is a significant correlation between self-esteem and students' cumulative average.

Based on the previous studies, self-esteem and motivation to learn affect each other, but the degree of their effect may differ. However, it will remain a debate as to which one affects the other, until research proves the degree of this mutual effect.

Previous studies :

Many studies have shown the relationship between self-esteem and academic achievement and other variables, but according to the researcher's knowledge, there is no study that directly addresses self-esteem and its relationship to learning motivation; therefore, we will present the studies that have indirectly dealt with self-esteem and its relationship to learning motivation.

Dudin and Jarwan study (2020) was conducted in Jordan. It aimed at revealing the impact of using the programs of acceleration and enrichment on the motivation for learning, achievement, and self-esteem of gifted students. The study sample consisted of (180) male and female students in the upper basic stage. The results indicated that the students who were exposed to the acceleration programs had more motivation for learning, achievement and self-esteem whereas gender has not influenced the motivation to learn and self-esteem of the learners.

Shaqfeh (2009) also conducted a study to find out the relationship between self-esteem and political participation among students of Al-Quds Open University where the study sample consisted of (228) male and female students. The results indicated that there is no relationship between self-esteem and political participation, and there is no difference between males and females in the level of self-esteem. Moreover, participants with high economic and social incomes have more self-esteemed than those with low and middle incomes.

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Zidan and Jafal (2008) also conducted a study that aimed at knowing the effect of the cooperative learning method on the achievement, retention and learning motivation of sixth grade students in Jerusalem. The study sample consisted of (118) male and female students. The results indicated that there are no statistically significant differences in students' learning motivation due to the method of teaching, but they have found that the females are more motivated than the males in learning.

Al-Masaeed (2008) study in Jordan University was done on (203) male and female students to reveal the factors that affect their learning motivation of in the light of the following variables: gender, academic level, and achievement. The results showed that students with the highest academic level have a high motivation to learn than the others, yet there is no difference in motivation to learn according to the gender variable.

Furthermore, Ibrahim (2007) studied (257) students from the ninth grade in Jordan to understand the effect of a number of memory strategies in retrieving information in light of the students' gender and their level of motivation to learn. His results indicated that students with a higher level of motivation to learn can retrieve information more than those with low motivation to learn. Besides, there is no statistically significant difference between females and males.

In addition, Zayed (2004) conducted a research on (102) male and female Physical Education students at Sultan Qaboos University in order to know self-esteem and its relationship to the level of academic achievement. His research results indicated that the level of self-esteem increases through the student's progress during the four years of study. Then, he found that there is a marginal relationship between self-esteem and the level of academic achievement in applied courses, but he did not a difference between males and females in their level of self-esteem.

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Frieaman (2003) study in America aimed at knowing the impact of an individual's sense of self-efficacy and his motivation in different educational situations. The results showed that the individual's awareness of his self-efficacy to face different educational situations, and the arousal of his motivation increased his ability to remember and to retrieve information whereas the other individuals who neither feel their self-efficacy, nor was their motivation aroused, their level of motivation to learn has decreased.

Blades et.al (2000) also conducted a study to evaluate a program of stimulating students' motivation to learn and to increase discipline according to learning through: renewable information sources, cooperative learning, and positive discipline. During the experiment, researchers attracted students' interest and made them feel safe and confident. The results of the study indicated that this program (cooperative learning) reduced the percentage of undesirable behaviors and increased students' motivation to learn.

Jaballah (2002) studied the criteria of motivation among (269) male and female students of Jordan University of Science and Technology to learn Basic science subjects, as well as the relationship between students' motivation to learn these subjects and their achievement in them according to specialization. The results of the study indicated that the motivation to learn for these subjects was (70%), which is not a large percentage. This was explained by the fact that students are exposed to great psychological pressure which decreases their motivation and achievement.

According to the previous studies, we have found that most of them focused mainly on the relationship of self-esteem to academic achievement or the factors that affect learning motivation. These studies did not directly address the relationship between self-esteem and learning motivation, except for the study of Abo-saad (2009) which. Hence, our study to clarify the relationship between is required to be conducted.

The research problem :

Self-esteem is one of the most important personality variables that have been studied and in relation to motivation in general, and motivation to learn among school students in particular. But, it was not addressed at the same level among university students, especially students of the College of Social Sciences; therefore, there is a need to identify the level of self-esteem for university students during the actual fast social, cultural and technological changes in the world, which affect the university student more than others. The studies have not yet decided which variable affects the other, and whether there is a difference between university students according to gender, or according to academic level in self esteem. Accordingly, it is relevant to clarify the relationship between the various variables included in the study.

From this point of view, the study problem can be identified in the following general question: **What is the relationship between self-esteem and motivation to learn in Social Sciences students?**

A number of sub-questions emerged from this question as follow:

1. What is the level of self-esteem of the students of the Faculty of Social Sciences at the University of Tiaret?
2. Are there statistically significant differences at the level ($\alpha \leq 0.05$) in self-esteem due to the variables of gender and academic level?
3. Is there a statistically significant relationship at the level ($\alpha \leq 0.05$) between self-esteem and motivation to learn in Social Sciences students at Tiaret University?

The importance of the study :

This work attempts to show the relationship between self-esteem and the motivation to learn particularly in university students in consideration to their gender and academic level differences due to the importance of this relationship in their achievement, academic and social life since their field of study – Social

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Sciences- is supposed to contribute to the development of their academic and social life more than other university majors. Therefore, did the academic information they gain from this major affect their self-esteem and their motivation to learn? In addition, there is still a debate between the researchers about which of the two variables self-esteem or learning motivation affects the other. Accordingly, the current study clarifies and paves the way for other studies to examine this discussion to come up with a scientifically convincing result.

The Objective of the study :

This work aimed at revealing the relationship between self-esteem and the motivation to learn in Social Sciences students at the University of Tiaret. It focuses on two main variables which are gender and the academic level.

Limitations :

The generalization of the results is limited by:

1. The sample participants were selected from both 1st and 3rd year students at Tiaret University students during the academic year 2020/2021.
2. The results of the study are determined by the psychometric properties of the scales.

Conceptual and procedural knowledge :

Self-esteem: according to Cooper Smith, it is a set of attitudes and beliefs that an individual invokes when facing the world around him including success expectations, the degree of failure, and the degree of efforts (Abo-Ghali,2012).

It is expressed in the participants degrees in the used data collection tools.

Learning motivation: it is the individual's tendency to exert and continue the different activities in order to reach the learning process goals (Al-Masaeed, 2008).

Academic level: the students' academic year; 1st year and 3rd year.

Gender differences: male – female.

Methodology and Procedures :

Approach: This study adopted the descriptive analytical approach and the field studies, and the data were collected by the application of the two tools depending on the study sample.

Study population and sampling :

The study population consisted of all (800) 1st and 3rd year Social Sciences students in at the University of Tiaret during the first semester of the academic year 2020 - 2021. (240) social sciences students were selected for the study sample which represents approximately 30% of the study population. They were chosen randomly as shown in Table (1).

Gender / Educational level	Males	Females	Total
1st year	120	65	55
3rd year	120	75	45
Total	240	140	100

Table (1): The distribution of the sample members according to their gender and educational level

Data collection tools :

Two different data collection tools have been used

1) The Students Motivation Scale:

The researcher designed a scale of motivation based on the previous literature review related to learning motivation and its components, in addition to looking at the Baker & Sirgk scale (1984), and the Zaidan

and Jaffal scale (2008). The scale contains 20 positive and negative statements, and four choices of answer (always- often – sometimes- rarely) according to the Likert scale. The answers were corrected based on the statements type; first for positive ones, 4 points were given to “always” grid, and one point for “rarely” grid. Whereas, for the negative ones, “always” was scored by 4 degrees and “rarely” with 1 degree. Therefore, the highest score that the examinee can obtain is (80) degrees, and the lowest one is (20) while the arithmetic mean is (40) degrees.

1.1) Scale’s validity:

at the beginning, the scale contained (25) statements. After, it has been corrected by (8) specialists in the fields of educational psychology and counselling and mental health. So, (5) statements were deleted due repetition of the meaning, and we let only (20) statements which are suitable for university students. Thus, the scale has obtained apparent validity.

1.2) Scale’s stability: In order to ensure if the scale is suitable for the university students and to find its stability for the purposes of this study, it was given to an exploratory sample of (50) male and female students. After that, this process was repeated on the same participants after 2 weeks. Then, its stability was tested by Pearson's correlation coefficient which was (0.84).

2) Self-Esteem Scale: the scale was designed by the American researcher Cooper Smith in 1967, and the test items derive their roots from the "Rogers and Diamond" test. We have found a simplified version of the "Cooper Smith" test that consists of 25 selected statements among 50.

And a study was conducted in 1977, which confirmed the psychometric properties of this simplified test (Farahi Faisal 2011). The self-esteem test was built to measure an individual's evaluative attitudes toward himself in the social, family, personal, school or professional fields.

2.1) Scale's Description: it consists of (25) statements, and three suggested answers: (a lot), (a little) and (no), and the examinee must respond by ticking (X) inside the appropriate grid. This scale is one of the self-assessment scales. It includes (25) statements. If the examinee answers them with the word "a lot" he is given two points for each, but if he answers "a little" one score is given, while if the answer is "no" he is given a score of zero. There is no specific time for the answer, but it was found that ordinary individuals can finish the answers in 15 to 20 minutes. It is possible to know the level of self-esteem of the adolescent by counting his obtained score ; the higher degree means high self-esteem when the lower degree means low self-esteem, knowing that (the maximum degree of the scale (50) and the minimum degree is

2.2) Validity and reliability of the test: the researcher Shaqfeh (2009) found the discriminatory validity of this scale through a sample of 60 university students as well as the reliability of the test by the half-segmentation method and Cronbach's alpha method which are respectively: 0.778 and 0.675. Jaballah (2002) also found the validity of the arbitrators and internal consistency as well as the stability of the two methods of split-half and Cronbach's alpha method, and it was respectively: 0.843 and 0.935. In the current study, the researcher also found the apparent validity of the scale by presenting it to five specialists in Educational Psychology and

Measurement, who reported that the scale measures what was designed to be measured, and then applied it on an exploratory sample of (46) male and female students to finding the stability of the test by repeating it after two weeks. The correlation with the Pearson method was equal to (0.852) which confirms that the scale has a high stability, and that it is valid for the purposes of the current study.

Statistical Manipulations :

After correcting the students' responses, the statistical package for social sciences (SPSS) was used calculate the arithmetic means and standard deviations of the degree of influence of independent variables on the learning motivation variable. Also, the two-way ANOVA was also conducted to find out the levels of self-esteem and motivation to learn. Thus, the analysis of variance was according to the design (2×2), and the correlation coefficient between self-esteem and motivation to learn was calculated to find out the relationship between them.

Study Variables :

a) **Independent Variables:** Self-esteem, gender difference (males, females), and academic level (first, third).

b) **The dependent variable:** Learning motivation which is determined by the degree that the student obtains in the scales. The maximum value is (80) degrees, and the levels for the answer were given the following values: always: 4, high: 3, medium: 2, weak: 1.

Results and Discussion:

Question 01: What is the level of self-esteem of Social Sciences students at the University of Tiaret?

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In order to answer it, the arithmetic mean was calculated for all study members in self-esteem. It equals (95.91), which is higher than the hypothetical mean which is (90). The averages and standard deviations are shown in (table 02) according to the study variables.

variable	Variables levels	number	Arithmetic average	Standard Deviation
Gender	Males	100	94.42	9.72
	Females	140	96.96	9.85
Educational level	1 st year	120	98.22	10.253
	3 rd year	120	93.63	8.928
Total	-	240	95.93	9.857

Table (2): Arithmetic averages and standard deviations of the self-esteem scale according to the study variables

The results indicated that the level of self-esteem of Social Sciences students was high, which means that the students have experiences, beliefs, and they feel that they possess the abilities which make them reaching this high level of self-esteem. Also, they may study modules and courses related to self-confidence, mental health and an optimal appreciation of the skills and abilities of individuals, which have a positive impact on their understanding more than other students; through their studies, they feel responsible for other individuals in the future, and they must help them, so this may motivate them to have a high self-esteem. In addition, the students at the university are aware of being different from the other groups in society. As a consequence, they may have a distinction and greater self-confidence that reflects positively on their self-esteem. These results are consistent with that of Zayed's study (2004), in which it was found that Physical Education students have self-esteem above average.

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Question 02: Are there statistically significant differences at the level of ($\alpha \leq 0.05$) in self-esteem due to the variables of gender and academic level of Social Sciences students at Tiaret University?

In order to answer this question, two-way ANOVA with a factorial design (2x2) was used, and Table (3) shows the results.

Source of variation	Sums of squares	Degrees of freedom	Mean squares	F	Significance
Gender	498.388	1	498.388	5.481	0.02
Educational level	1404.246	1	1404.246	15.443	0.000
Error	21823.619	240	90.932		
Total	2268096.0	244			

Table (3): The results of two- way ANOVA for the differences in the variables of gender and educational level in the degree of self-esteem

Based on (Table 3), the results of the two-way analysis of variance indicated that there were statistically significant differences between the average scores of students' self-esteem according to gender differences, where the value of F (F) was equal to (5.481), which is statistically significant at the level (0.05). The results also showed that there were statistically significant differences between the average scores of students' self-esteem according to their academic level, where the value of (F) was equal to (15,423) which is statistically significant at the level (0.001). This is more than (0.05) of the study's question

The value of (F) was (0.642). In order to find which variable is responsible for the self-esteem degrees differences, the averages of the study members' scores on self-esteem were counted according to the study variables, and the table (4) shows this.

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Statistics		Variables	Arithmetic average	Standard deviation	Number
Males		1 st year	96.95	11.705	55
		3 rd year	91.49	5.457	45
		Total	94.43	9.710	100
Females		1 st year	99.27	8.819	65
		3 rd year	94.97	10.328	75
		Total	96.97	9.860	140
The total		1 st year	98.21	10.254	120
		3 rd year	93.64	8.927	120
		Total	95.91	9.858	240

Table (4): Arithmetic average of self-esteem scores according to the variables of gender and educational level

According to (Table 4), female students have (94.43) degrees of self-esteem, which is higher than male students (96.97) degrees. Also, it was found that 1st year students possess a self-esteem level higher than 3rd year students with an average of (98.21) degrees opposite to (93.64) degrees.

The superiority of females over males in the level of self-esteem can be explained by a number of possible factors. The superiority of females in achievement at university over males, especially in the College of Social Sciences, may be one of the important factors that give females greater self-confidence which reflected positively on their self-esteem. It is known that high achievement and success is one of the important factors in self-esteem (Maslow).

This may also be due to the new Algerian laws which allow and support females work in the economic, political or social fields, and this undoubtedly has a positive impact on their self-esteem levels in general and on university students in particular. Furthermore, some females may exaggerate in their self-esteem to prove themselves and rebel against some society's customs and views which – some females think- are against them. For males, in

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addition to the low achievement factor compared to females, the economic factor and lack of job opportunities in the future may be one of the reasons for their low self-esteem. Besides, the realistic thinking of males may make their self-esteem more realistic and rational. This study results are opposite of that of (Zayed, 2004; Shaqfa, 2009; Dodin and Jarwan, 2020) which did not find a difference between males and females self-esteem.

For the academic level variable, the superiority of first year students over third year students in self-esteem can be explained based on several factors. First, 3rd year learners' experiences and obstacles may have an impact on making them appreciate themselves more realistically with their abilities, skills and experiences of academic failure. Second, their mental, social and emotional maturity may play a role in this; thus, their rational appreciation of their selves. In contrast, 1st year students may not face difficult and realistic experiences that help them discover their real abilities and skills. This may make them exaggerate in their self-esteem, in addition to being at the beginning of university studies. Thus, they have not thought seriously about future job opportunities, and what their economic situation will be. As a consequence, this study results are opposite to that of (Zayed, 2004) in which it was found that self-esteem increases with the progression of the students' academic level.

Question 03: Is there a statistically significant relationship between self-esteem and the motivation to learn in Social Sciences students of the University of Tiaret at the level of ($\alpha \leq 0.05$)?

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In order to answer this question, the Pearson correlation coefficient was used to find the correlation between students' scores on the self-esteem scale and their scores on the learning motivation scale. The average students' scores on this scale was (59.92) with a standard deviation of (5.994.) The results indicated that there is a positive correlation coefficient equals (0.198) which is statistically significant at the level ($\alpha = 0.01$).

This result indicates that there is a high correlation between self-esteem and the level of motivation to learn, and this can be confirmed by several proofs. First, Maslow considered that what is included in self-esteem is achievement, and as it is known that achievement is one of the main factors for learning motivation (Abo- aoun: 2014, p. 105).and Cooper Smith considered success and its expectation to be involved in self-esteem; they are key factors in learning motivation (Abo-Ghali,2012).

Moreover, Alport found that there is a correlation between perseverance on one hand and self-esteem on the other hand (Richard, Scolt, 1989). Perseverance is among the characteristics of those who have a high motivation to learn. The same result was found by Jaballah (2002) in their study which was conducted on Australian adolescents. They found that students with high motivation to learn have a high estimation. In addition, Dodin and Jarwan (2020) found in their studies on talented upper basic stage students that the participants ,who were exposed to acceleration programs, have more motivation for learning, achievement and self-esteem; besides, it was found that those with high self-esteem have a high level of achievement (Zayed, 2004; Ibrahim, 2007; Al-Masaeed, 2008; Dodin and Jarwan, 2020). These studies indirectly support the positive relationship between self-esteem and motivation to learn.

The inconsistency of the results in this subject makes us conducting further research and studies in it and other variables. It seems that there are profound changes taking place in Arab and foreign societies based on overlapping and fast factors. Therefore, we must identify these variables and keep pace with them in order to anticipate and plan for what is happening, and what will happen in the future.

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