

Role of Self Esteem & Self Efficacy in Achievement Motivation among College Students

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ABSTRACT

The main objective of the study is to find the correlation between self esteem, self efficacy and achievement motivation among college students. For this purpose, data from 400 students of four different colleges of Lucknow were taken. Among the colleges, two colleges were from the private sector, whereas two were government colleges. 200 students from B.Tech Courses and 200 students from B.A, BSc. and B.Com were selected for data collection. Three tests were administered, General Self Efficacy Scale to measure self efficacy, Rosenberg self esteem scale to measure self esteem and Achievement Motivation Scale by Dr. Asha Mohan and Prof. Pratibha Deo were used. Results indicate a strong correlation between students self efficacy and self esteem. A weak, yet positive correlation was also found between self efficacy, self-esteem and achievement motivation.

Keywords: *Self Esteem, Self Efficacy, Achievement, Motivation, College Students*

India has the highest youth population in the world. Youth play the most important role in shaping any nation's development be it economic, political or social. Therefore it is necessary to provide quality education to the students especially the higher education. It is believed that the attainment of the highest education standards is important for the dynamic development of science and technology. It significantly impacts the social, cultural, and economical and political development of the nation.

Lot of difficulties that people experience throughout their lives is closely related with their beliefs about themselves. Students' failures in academics, as well as the misdirected motivation and lack of commitment is largely because of the beliefs those students develop about themselves and about their ability to exercise a measure of control over their environments. Education system must aim for the development of academic competence. It is the responsibility of schools and colleges to prepare self-assured and fully-functioning

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individuals who are capable of pursuing their hopes and their ambitions. According to Albert Bandura, "educational practices should be gauged not only by the skills and knowledge they impart for present use but also by what they do to [students'] beliefs about their capabilities, which affects how they approach the future. Students who develop a strong sense of self-efficacy are well equipped to educate themselves when they have to rely on their own initiative".

Motivation is of great importance for students. It directs behavior toward particular goals. It determines the specific goals toward which people strive, thus, affecting the choices students make. It also leads to increased effort and energy. Whether a student will pursue a task (even a difficult one) with enthusiasm or a lackluster attitude, is determined by their level of motivation. It increases the initiation and persistence of activities and is an important factor affecting their learning and achievement. Motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner.

How to motivate students has been a long standing issue with educators. Motivating students to learn in school is a topic of great concern for educationist today. Motivating students so that they can succeed in life is one of the greatest challenges of this century. Lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. It has been recognized that there is a strong relationship between achievement motivation, self-efficacy and self-esteem. It is argued that self-efficacy is an important determinant of student's motivation. Current research findings reveal that, when properly assessed, students' self-concept and self-efficacy beliefs are each related to, and help mediate the impact of other motivation constructs on, academic achievement. As per Bandura (1986), both self-beliefs "contribute in their own way to the quality of human life."

LITERATURE REVIEW

The term achievement motivation refers to a desire to perform well or a striving for success. It is considered to be a central human motivation and determines aspiration and persistence when an individual expects that his or her performance will be evaluated on the basis of some standard of excellence. Such behavior is called being achievement-oriented. 'Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount' (McClelland, Atkinson, Clark, & Lowell, 1953)

Achievement motivation is part of McClelland's Human Motivation Theory. This theory was proposed by social psychologist David McClelland. His approach aimed to explain how different types of motivation affect people's performance. According to McClelland there are three types of motivation that drive us all no matter what our background is. This includes achievement, affiliation, and power. People who have high need for achievement is 'achievement motivated' and thus seek achievement, attainment of realistic but challenging goals, and advancement in the job. People who have high need for power are 'authority motivated' and aspire to be influential, effective and impactful. People with high need for

affiliation are 'affiliation motivated', and want to have friendly relationships and are motivated towards interaction with other people. They long for having harmonious relationship with other people and desire to be accepted by the people.

According to McClelland's motivation theory, best leaders are the ones who have a strong need for 'achievement motivation'. However there may be times when they demand too much from their staff thinking that they are all similarly and highly achievement-focused and results driven. But people have different needs as not everyone is high on achievement motivation.

Self-Efficacy

Self-efficacy refers to the extent to which one believes in one's own ability to complete tasks and reach goals. It is considered to be people's beliefs about their capabilities to produce designated levels of performance that influences events that affect their lives. Self-efficacy beliefs affect how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through cognitive, motivational, affective and selection processes.

Social cognitive theory

The theory of self-efficacy lies at the heart of Bandura's social cognitive theory, that has emphasized the role of observational learning and social experience in the development of personality. The main idea in social cognitive theory is that in almost every situation the actions that individual has observed in others influences his every actions and reactions. Self-Efficacy is an important aspect of social cognitive theory as it is developed from external experiences and self-perception and plays an important role in determining the outcome of many events. Self-efficacy is a representation of the personal perception of external social factors. People with high self-efficacy—that is, those who believe they can perform well—are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

Social Cognitive Theory of Albert Bandura shows how cognitive, behavioral, personal, and environmental factors interact to determine motivation and behavior (Crothers, Hughes, & Morine, 2008). Human functioning results from the interaction among all three of these factors (Crothers et al., 2008), as has been depicted in Bandura's Triadic Reciprocal Determinism model (Wood & Bandura, 1989). It may seem to us that one factor is the majority, or lead reason, there are numerous factors that playing a role in human behavior. Moreover, the factors that influence are neither of equal strength, nor do they all occur concurrently (Wood & Bandura, 1989). For example, the way the workers themselves are affected (cognitive factors) influences their performances (behavioral factors) by organizational strategies (environmental factors).

People who high self-efficacy assign for them challenging goals and are strongly committed to them. When they experience failure, they heighten and sustain their efforts. They are quick in recovering their sense of efficacy after failures or setbacks. Failure is attributed to

insufficient effort or deficient knowledge and skills which can be acquired. Threatening situations are approached with assurance that they can be controlled. Such an outlook leads to personal accomplishments reduces stress and low down vulnerability to depression.

Factors affecting self-efficacy

According to Bandura there are four factors that affect self-efficacy. These factors are as,

- **Past Performance**

Our past performances have been found to be the single greatest factor affecting our confidence and self-efficacy. Success enhances self-efficacy, while failure lowers it. If a person succeeds at a particular task in the past, they start believing that they will succeed in the future also on the same task. The way our successes and failures are interpreted affects our self-efficacy. If we believe that the past successes are due to the skills or our ability we may become more confident in future for that particular task.

- **Modeling, or “Vicarious Experience”**

When we see someone accomplishing a particular task, we start believing that we can also perform the same task. When others are succeeding and when we observe this, our own self-efficacy increases; and when we see people failing, our self-efficacy decreases. This happens mostly when there is perceived similarity between us and the perceived model i.e. when we see ourselves as similar to the model. The more we relate to the model being observed, the more we are impacted. However it is not as influential as direct experience, modeling is particularly useful for people who are particularly unsure of themselves.

- **Verbal Persuasion**

Social persuasion refers to providing direct encouragement or discouragement from another person. If you tell someone “you can do it”, it increases the confidence level of the person thereby enhancing his self-efficacy. The effect of verbal persuasion is seen to be more effective when the person is told by someone whom he believes to be trustworthy. It is seen that discouragement is generally more effective at decreasing a person's self-efficacy than encouragement is at increasing it. People who are persuaded verbally that they possess the capabilities for mastering given activities are likely to exert greater effort and sustain it than if they have self-doubts and dwell on personal deficiencies when they face problems.

Physiological Factors

In order to judge their capabilities, people also rely on their somatic and emotional states. Their stress reactions and tension are generally interpreted as signs of vulnerability and poor performance. In such activities that involve strength and stamina, people judge their fatigue, aches and pains as signs of physical debility. People's mood also affects their judgments of their personal efficacy. While positive mood enhances perceived self-efficacy, despondent mood diminishes it. Thus by reducing people's stress reactions and altering their negative emotional proclivities and its interpretations of their physical states, self-efficacy can be modified.

Self Esteem

In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. It affects how you think, act or relate to other people. It is the foundation of

your existence. It is the idea that you have about yourself, how valuable and important you think you are and how much you respect yourself. It affects our thinking, emotions, desires, values and goals. High self-esteem helps us to take new challenges and handle criticism. We start acting independently and take responsibility for our actions. It helps you to be positive in most of the life situations. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions, and behaviors.

It is a judgment of oneself as well as an attitude toward the self. It includes beliefs (for example, "I am competent," "I am worthy") and emotions such as triumph, despair, pride, and shame. Smith and Mackie (2007) defined it by saying "The self-concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it."

Researchers have conceptualized self-esteem as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behavior. Self-esteem can be applied specifically to a particular dimension (for example, "I believe I am a good writer and I feel happy about that") or a global extent (for example, "I believe I am a bad person, and feel bad about myself in general"). It is usually regarded as an enduring personality characteristic. Terms similar to self-esteem include: self-worth, self-regard, self-respect, and self-integrity.

Objectives of the Study

The study is conducted with an objective of finding the correlation between self esteem, self efficacy and achievement motivation among college students. Any nation's growth be it economic, political or social, depends upon its youth. India has the privilege of having the highest youth population in the world, therefore it becomes imperative to nurture this young population in the right direction. One of the important ways of doing so is by providing the quality education to the students at all levels and especially when they reach transit from school to college level where they decide upon their career choices. It is a well known fact that heart of everything is the motivation. If there is no motivation, there will be no efforts that results in the underutilization of our hidden potential. It is very important that our educational institutions should pay special attention on not only on the academics but also on the psychological well-being of students. Efforts should be made to ensure that the students stay motivated as it is going to affect their performance and career as well. But the main question is how to motivate the students, what are the factors that affect motivation. It is believed that higher self-efficacy and self-esteem results in higher level of motivation in the students.

METHOD OF INVESTIGATION

Design

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

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Sample

This study comprises of 400 participants comprising of 200 male undergraduates, 100 from professional college, 100 from non-professional college, and 200 female undergraduates 100 from professional college, 100 from non-professional college of Lucknow.

Data is taken from BabuBanarsi Das University, ShriRamswaroop Memorial University, Lucknow University and National P.G. College.

Research Tools

The **Rosenberg self-esteem scale** (RSES), developed by sociologist Dr. Morris Rosenberg, has been used to assess self-esteem of the students. The RSES is designed similar to social-survey questionnaires. It is a ten-item Likert-type scale with items answered on a four-point scale — from strongly agree to strongly disagree. The Rosenberg self-esteem scale is considered a reliable and valid quantitative tool for self-esteem assessment.

To measure Achievement motivation, **Achievement Motivation scale** by Dr. Asha Mohan and Prof. Pratibha Deo is used. 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.

To measure self-efficacy, **General Self Efficacy Scale** by Ralf Schwarzer and Matthias Jerusalem, 1995 has been used. The scale is designed for the general adult population, including adolescents. The scale is usually self-administered, as part of a more comprehensive questionnaire. Preferably, the 10 items are mixed at random into a larger pool of items that have the same response format. Responses are made on a 4-point scale.

RESULTS & DISCUSSION

Table 1.0 Correlation table

		RSE Score	GSE Score	AMS Score
RSE Score	Pearson corr.	1	.189**	0.021
	Sig. (2-tailed)		0	0.677
GSE Score	Pearson corr.	.189**	1	0.071
	Sig. (2-tailed)	0		0.156
AMS Score	Pearson corr.	0.021	0.071	1
	Sig. (2-tailed)	0.677	0.156	

**. Correlation is significant at the 0.01 level (2-tailed).

The above table i.e. table no 1.0 depicts the correlation values between the Self Esteem, Self Efficacy and achievement motivation scores of the 400 students.

RSES AND GSE

In this we see that the Pearson's correlation coefficient is 0.1 and positive. This means that as the self esteem levels of the students rise, the general self efficacy levels rise too in tandem. If we check the p-value, we find significant result of 0.00, which is evident enough for us to

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reject the null hypothesis and state that the two variables are correlated. Thus we can conclude that self esteem and self efficacy are strongly positively correlated. It means that students whose self esteem is high, tend to have a higher self efficacy and perform better.

Another study was done in 2017 on 'Association between self-esteem, self efficacy & approaches to studying in occupational therapy students.' It was conducted by Mohsin Alyami, New Zealand, Zeyad Melyani, Saudi Arabia, and others. Results found low, yet positive correlation between academic performance, self efficacy and self esteem of the students. Similarly, in one of the studies on 'the relationship of self efficacy and self esteem with career maturity' on the students, Indonesia, positive correlation was found between self esteem, and self efficacy with career maturity.(Abdul Munir et al, Indonesia.)In a study on students in Belgrade, it was found physical self efficacy was significant predictor of self esteem.

RSES AND AMS

The Pearson's correlation coefficient between RSES and AMS is 0.02, which shows a weak, yet positive correlation between the two variables. We can also say that students who have higher self esteem are more motivated to achieve and thus their chances of performing is better than the ones who are low on achievement motivation.

Most of the researches done earlier in this area, came up with almost similar findings. In China, in 2014, a study was conducted by Affum-Osei Emmanuel on Achievement Motivation, Academic Self Concept and Academic achievement among high school students. A significant positive correlation was found between self-concept, achievement motivation and academic performance. A study was conducted on Academic achievement and self-concept of secondary level students by Madhu Agarwal and Dr. Anil Kumar Teotia, Delhi, 2015. Results indicated significant correlation between self-concept and academic achievement. In another study in Iran in 2014, Moradi Sheykhjan, Tohid, Jabari, Kamran and K.Rajeshwari, worked on to find the relationship between high school students self-esteem and academic achievement. They obtained a very high correlation between students' self-esteem and academic achievement. A.S. Arul Lawrence and A. Vimla, in their study on self-concept and achievement motivation of high school students, 2013, found positive correlation between the two.

GSE AND AMS

The Pearson's correlation is 0.07, which is a weak yet positive correlation. Again we conclude that there is a positive correlation between the two variables. The findings of this study somewhat correlates with the findings from the previous studies. For e.g., a study conducted in 2016 on Relationship between Achievement Motivation, self-efficacy beliefs and academic performance among Jondishapour Medical Science students of University of Ahvaz, Iran by Sirous Allipour Birgani, et al.,found that achievement motivation and academic self-efficacy had significant positive relationship with academic performance. In another study in Malaysia by Norsuhaily Abu Bakar, Auwallu Shuaibu, and Abdul Hakim

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Abdullaah, 2016, a positive correlation was found between self-efficacy and academic performance. Emma Nilson, 2016 did a study on relationship between student achievement, self-efficacy and motivation in Biology education. A positive correlation was obtained and proved that self-efficacy beliefs, intrinsic motivation, and extrinsic motivation are important factors that impact student's achievement in Biology. In Sep. 2015, in a study in China, by Ze-Ju-Zhang, et al., positive correlation was found between self-efficacy beliefs and achievement motivation of the students.

CONCLUSION

This study presents suggestions which may be beneficial for policy makers. This study present ways to improve the motivation level of the college student as it provides information on the relationship between self-efficacy, self-esteem and achievement motivation of the students. The results have found that there exists a positive correlation between the three variables and therefore one can conclude that if the self esteem and self efficacy of the students is high, their motivation to achieve will also be higher. Since we know that motivation is driving force behind everything, thus it can be assumed that high achievement motivation will lead the students to perform better and achieve more in life. The study also provided invaluable insights as to how the organizations and particularly the teachers can motivate the students, and can work upon developing a healthy attitude towards self and improved performance.

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