

The Role of motivation and self-esteem on Students Achievement in Zabol

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ABSTRACT: The aim of present research is studying relations between motivation, self-esteem, achievement goals and academic achievement among Students in Zabol. Result of research showed that motivation, self-esteem, goal orientation components (mastery, approach performance and avoidance performance) and academic achievement are correlated ($p < 0.05$). In addition to, Results of t-student also show that there are significant differences between motivation and self-esteem and Achievement.

Keywords: motivation and self-esteem, Achievement, Zabol.

INTRODUCTION

The concept of self-esteem is challenging. It evokes a great deal of emotion, calls on each of us to look more closely at our beliefs, reminds us of the complexities of the human experience and makes us attend to the uniqueness of each individual.

I can remember the beginning of my own personal journey of trying to make sense of this concept. The setting was a graduate school class and the activity was to reflect on what the readings from the night before meant to us as educators, particularly focusing on self-esteem. We had been asked to read the works of Erickson and Maslow. Still in the young and foolish mode of the student who always had the answers quickly and easily, I felt the task was a simple one. I jotted down the assumptions I thought were clear from the readings:

- Learning is impeded among children with a low self-esteem.
- A positive self-esteem is enhanced by a sense of accomplishment and the ability to make things happen.
- If we set expectations for children that are consistently unachievable, we are contributing to a low self-esteem and feeling of being unable to make things happen.
- Likewise, if we set expectations too low and praise children for achievement that comes too easily, we convey another message about their capabilities and could contribute to a low self-esteem.

I looked around the room and couldn't understand why everyone else in the class was writing what appeared to be dissertations. Little did I know it was because they'd already been either classroom teachers or parents. I, on the other hand, was the student, seeing things simplistically through the eyes of theory. It wasn't until I had worked with the concept in the classroom and then became totally humbled by parenthood that I began to understand the complexities of it. I was repeatedly reminded of the need for on-going discussion and understanding, and the need for parents and educators to construct their own meaning in regards to what they believe and what they want for their own children.

I discovered on this journey that there are reasons for the elusiveness of the concept of self-esteem. The first is that the concept itself, like any concept involving the development of individuals, is complex, evasive and could even be called enigmatic. The second is that we each think about, define and view self-esteem very much in keeping with our own personal experiences and beliefs about human nature--all of which are unique. The third is that a close look at self-esteem eventually leads to a discussion of values and human judgment--complex by definition.

Unfortunately, discussion about this very complex topic has recently deteriorated into a simplistic either/or debate of how the focus of self-esteem has interfered with achievement. I contend that this is a false dichotomy and the more appropriate question is: "What is the interaction of achievement and self-esteem and what does this tell us about raising happy, healthy, responsible children?" This question leads us to a much richer investigation of looking at individual children within the context of families, school and society at-large.

This also leads us to two questions that I think are useful for both educators and parents to personally explore. The first is the way in which each of us defines achievement. Do we think achievement is making the honor role? Or being there for a friend? Or understanding a complex concept? Or winning in sports? Or a combination of things? If so, how do we set priorities if we can't do it all? There are a wide variety of perfectly acceptable answers to this question. What is important is that each of us as educators and parents is clear in what we personally believe and hold uppermost in our minds with an awareness that a child's choice of achievements is greatly shaped by significant others such as ourselves. Once we become clear in what we view as achievements, we must also remember Emerson's words, "What I do is far louder than what I say."

The second question I've found useful to explore is how we determine our expectations for children and in turn judge whether a child is able to meet those expectations. Once again, there are no clear answers, but it is important that each of us is thoughtful in our exploration. This is where the close collaboration of teacher and parent becomes a fruitful opportunity to engage in thoughtful discussions around this question to help stretch one another's thinking, provide another perspective on the child, and struggle together through what is best for the child.

Motivation

The term motivation can be defined as the operating forces, guiding and maintenance defined behavior. Confused and Brlaynr (1984) have described the motivation and steering engine. Seifert (1992) has said that motivation is a desire or tendency to act a certain way. He also motivated by need or request special motivation would be defined. Lfransva (1997) because of the motivation and the reason for the behavior. "The reason why we do some behavior, but others do our motives are." (Quoted in Yarmohammadian et al., 2003).

Incentives and motivation are often used interchangeably. However, it can be more accurate than the motivation is motivation; it's that motivation, but motivation due to the behavior of total factor productivity suite a particular behavior into account. For example, when we ask why a certain person performs a certain behavior, we are looking for motivated him. The term motivation is used in reference to human behavior (Mehryar, 1988).

Self-esteem

In sociology and psychology, self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses 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." Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behavior. Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer and feel happy about that") or a global extent (for example, "I believe I am a bad person, and feel bad about myself in general"). Psychologists usually regard self-esteem as an enduring personality characteristic ("trait" self-esteem), though normal, short-term variations ("state" self-estee

Methodology:

The present research method is descriptive of "survey" kind. In this type of research, the purpose is to study the distribution of one community characteristics and many management researches are of this type. In survey research, population parameters are investigated.

Question 1: Is there relationship between Motivation and Self-esteem?

Table 1. Results of Pearson correlation Motivation and Self-esteem

Creativity	Correlation coefficient	Significant level	Number
	0.93	p <0.04	234

As shown, this is significant at confidence level 95% p<0.04. It means that there is a significant relationship between Motivation and Self-esteem of students.

Question 2: Is there relationship between interpretation of text and desire for Creativity of students?

Table 2. Results of Pearson correlation coefficient Self-esteem and Achievement

Creativity	Correlation coefficient	Significant level	Number
	0.81	P <0.01	234

Question 3: Is there a relationship between the two variables Self-esteem and Achievement

Table 3. Results of correlation between the two variables Motivation Self-esteem

Creativity	Correlation coefficient	Significant level	Number
	0.70	P <0.09	234

Table (3) shows the results of correlation between the two variables Self-esteem and Achievement, as can be seen, it is significant at confidence level 90%, $p < 0.09$. Thus there is a significant relationship between organizing text and desire to Creativity of student.

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