

IMPACT OF SELF EFFICACY SELF ESTEEM AND ACHIEVEMENT MOTIVATION ON EMOTIONAL INTELLIGENCE

Author Name: Puppala Malathi

Affiliation: Research Scholar, Department of Psychology, Lovely Professional University, Jalandhar, Punjab, India

Email: yangamallesh44@gmail.com

DOI No. – 08.2020-25662434

Abstract

The basic assumption is that individuals who feel good about themselves and their abilities are the ones who are most likely to succeed. Academic success or failure appears to be as deeply rooted in concept of self as it is in measured mental ability. Motivation is generally defined as internal condition that stimulates, directs and maintains behavior. There is a strong relationship between learning and motivation. According to Abraham Maslow when the need for love and belongingness are met, individual can then focus on higher level needs of intellectual achievement. Self-concept is an important element in the growth and developmental process for individual human beings, school education is the foundation for higher education. In high schools, curriculum is common also the students of this age are adolescents. Academic self-esteem is an individual understands of his or her own academic abilities and the perception of others about this understanding. It is a general belief that academic self-esteem contributes to the efforts of a child to take more initiative which in turn enhances one's achievement in different areas, especially in educational pursuit. Low self-esteem is often cited as the ultimate source of poor academic achievement and self-destructive behavior. All students are influenced by a need to achieve. It causes them to want to be successful at what they attempt. But each student is affected to different degrees. Students who are intrinsically motivated participate in learning activities for their own sake; they desire the outcome. They do not need rewards or praise; they find satisfaction in knowing that what they are learning will be beneficial later. They want to master the task, and they believe it is under their control to achieve mastery. The work may reflect personal interest or be a new challenge. Emotional intelligence is related to academic and professional success. Emotionally intelligent individuals have increased self-awareness, higher problem solving abilities, better performance and better grade. To improve the self-concept of students, efforts must be taken by the teachers and parents to provide a good environment both inside and outside the school. By this way, they will develop their self-concept which will further lead to understanding of their capabilities, strengths, weaknesses, interests, attitude, aptitude, emotions, knowledge etc. this will finally lead them to develop a high level of achievement motivation.

Keywords: *Self Efficacy, Self Esteem, Achievement, Motivation, Emotional*

INTRODUCTION

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 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.

Students that were able to initiate their study activities with self-efficacy and develop applicable self-learning strategies are more likely to progress and achieve better because non self-regulated students are not really involved in learning process and consequently they might be subjected to any kind of shallow knowledge and low academic achievement. Achievement motivation, though it is present in varying degrees in all human beings, it is largely influenced by an individual's evaluation of self. Motivation is an important factor in everyday life. Our basic behaviors and feelings are affected by our inner drive to succeed in life's challenges. It also promotes our feelings of competence and self-worth as we achieve our goal. Higher or lower self-esteem impact an individual life meaning and in turn evaluation of his self -worth can significantly affect his Psychological state.

Self-efficacy refers to the personal beliefs or to an individual's confidence in his own ability to perform effectively specified tasks. Self-efficacy theory stressed that human action and success depend on how deep the interactions between one's personal thoughts and a given task. Individuals with a low sense of self-efficacy will possess negative thoughts and think of task's demands as threatening not as challenging and therefore set low objectives for themselves. Students that were able to initiate their study activities with self-efficacy and develop applicable self-learning strategies are more likely to progress and achieve better because non self-regulated students are not really involved in learning process and consequently they might be subjected to any kind of shallow knowledge and low academic.

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.

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.

Self-efficacy is also a much stronger predictor of how effectively people will perform a given task than either their self-confidence or their self-esteem. A high degree of self-efficacy leads people to work hard and persist in the face of setbacks. In a dynamic work context, where ongoing learning and performance improvement is needed, high self-efficacy helps individuals to react less defensively when they receive negative feedback. In areas where their self-efficacy is low, people often see a negative outcome as confirming the incompetence they perceive in themselves. This can set up a vicious cycle, whereby ambiguous results are considered as evidence of perceived inability, further lowering an individual's self-efficacy, effort, and subsequent performance. When people have low self-efficacy, they also tend to blame either the situation or another person when things go wrong. Denial of any responsibility for poor performance inhibits the chance that an individual will learn how to perform more effectively in the future.

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.

OBJECTIVES OF THE STUDY

1. To understand the conducted with an objective of finding the correlation between self-esteem, self-efficacy and achievement motivation among college students. Any nation's growth is it economic, political or social, depends upon its youth.
2. To assess the relationship between Self-esteem and Achievement Motivation of students.

EMOTIONS

Emotions are recognized as one of the three or four fundamental classes or mental operations. These classes include motivation, emotion, cognition and (less frequently) consciousness. Among the triad of motivation, emotion and cognition, basic motivations arise in response to internal bodily states and include drives such as hunger, thirst, need for social contact, and sexual desires. Motivations are responsible for directing the organism to carryout simple acts for survival and satisfying reproductive needs. In their basic forms, motivations follow a relatively determined time course and are typically satisfied in a specific fashion (e.g., thirst is satisfied by drinking).

Emotions form the second class of this triad. Emotions appear to have evolved across mammalian species so as to signal and respond to changes in relationship between the individual and the environment. For example, anger arises in response to threat or injustice; fear arises in response to danger. Emotions follow no rigid course but instead respond to external changes in relationships. Moreover, each emotion organizes several basic behavioral responses to the relationship; for example, fear organizes fighting or fleeing. Emotions are, therefore, more flexible than motivations, though not quite so flexible as cognition.

ACHIEVEMENT MOTIVATION

Achievement Motivation has come to be regarded as one of the major domains of psychology and education. It constitutes an integral part of the scientific endeavor to interpret human and intra human behavior. The psychologists who are concerned with predicting behavior have realized that prediction of behavior is possible only when information about motivational and psychological factor is taken into consideration.

Motivation drives and directs behavior; achievement motivation governs behaviors relevant to achievement and learning. An understanding of achievement motivation has implications for many aspects of human life, including how individuals develop new skills, and how or whether they make use of existing skills. Achievement motivation is relatively a new concept in the world of motivation. It is essentially a type of motivation that is personal in nature. The basis of achievement motivation is achievement motive i.e. a motive to achieve. Those who engage themselves in a task on account of an achievement motive are said to work under the spirit of achievement motivation. The desire of the learner to improve his achievement at school or to get a good grade or to become an engineer and so on is known as achievement motive. Achievement motivation has been referred to as the need for achievement (and abbreviated as n-Ach), a wish to do well. It refers to the behavior of an individual who strives to accomplish something, to do his best, to excel others performance. This involves competition with a particular standard of excellence or performance.

ACADEMIC ACHIEVEMENT

Academic achievement is an important aspect in the life of a child. The success or failure of a student is measured in terms of academic achievement. High achievement in school builds self-esteem, self-confidence and strengthens self-efficiency and belief that leads to better adjustment with the groups. Good academic record to a certain extent predicts future of the child. Today at the time of admission, for entrance in job, for scholarship, for future studies, good academic record is the only yardstick. Whatever one's interest, attitude may be, one cannot underestimate the importance of academic record. It also help the teacher to know whether teaching methods are effective or not and helps them in bringing improvement accordingly.

STUDENTS' EARLIER ACADEMIC RECORD

Students with poor grades in previous examinations develop low-self efficacy. Teachers are required to help them in organizing cognitive components of learning and memory. In addition to teachers' guidance, such students recognize the importance of effort and persistence for learning and achieving a goal by developing resilient self-efficacy. Teachers must provide difficult task to students which can be achieved with effort, and hard work

CONCLUSION

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. Academic Achievement is a measure of knowledge and understanding of skills in a specified subject or group of subjects. It is the result of learning experiences that students have in educational places. Today, as a result of consumerist and commercial society, the security and warmth of family is lacking. Emotional imbalances i.e. anxiety, tension, frustration and disagreements are becoming the most important hurdle in achievements of pupils. With the influence of western culture, media exposure, easy access through internet and mobile, the children are getting into violence, drug abuse, crime and other related problems. The problem gets more acute in adolescents as adolescence is a period of heightened emotionality and emotional adjustment. Teacher training institutions need to orient the trainees with the stress and emotional demands in the classroom so that they are able to appropriately respond as well as cope with these situations and provide positive learning environment.

REFERENCES

1. Bandura, A. 1982. Self-efficacy mechanism in human agency. *American Psychologist* 37, 122-147.
2. Shah JH. A study of relationship among intelligence and academic achievement of pupils of semi-urban and rural area. *Survey of Educational Research*. 1990; 2: 1916.
3. Bandura, A. 1986. *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall.
4. Bandura, A. 1994. Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* 4, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
5. Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
6. Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44,
7. Jersild, A.T., (1963). *The psychology of adolescence*, London: Collier Macmillan Ltd., The Macmillan Company, pp.3, 5, 19.
8. Heslin, P. A., & Klehe, U. C. (2006). Self-efficacy. In S. G. Rogelberg (Ed.), *Encyclopedia of Industrial/Organizational Psychology* (Vol. 2, pp. 705-708). Thousand Oaks: Sage.
9. Mayer, J.D. (1995). The system-topic frame work and the structural arrangement of systems with and around personality. *Journal of Personality*.
10. McClelland, D.C. (1953). *The achievement motive*. New York: Appleton-Century-Crafts.
11. Mohammed Ali (2012). Impact of Self-Concept of Disabled Learners on Inclusive Physical Education. *Turkish Online Journal of Distance Education-TOJDE*, 13 (4)
12. Saraswathi, R.K., (1984). *Manual for self-concept questionnaire*, Agra: National Psychological Corporation.y 2012,444