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INFLUENCE OF LEVELS OF SELF-ESTEEM AND LEVELS OF ACHIEVEMENT MOTIVATION ON ACADEMIC ACHIEVEMENT AMONG STUDENTS OF IBRAHIM BADAMASI BABANGIDA UNIVERSITY, LAPAI NIGERIA.

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ABSTRACT

This study examined the effect of levels of self-esteem and levels achievement motivation on academic achievement among the students of Ibrahim Badamasi Babangida University, Lapai Nigeria. The design for this study is Quasi experimental. The study has a population of 2,210 from where the sample sizes of 333 respondents were drawn comprising 193 males and 140 females. Instruments tagged, Rosenberg Self-Esteem Scale, and Achievement Motivation Inventory were adapted for data collection. The instruments had, the duo of construct, content and face validities with reliabilities of internal consistency of RSES r=.767, and AMI r=.694 after test-retest. Collected data were analyzed using inferential statistics. Hypothesis 1 was tested usingANOVA, hypothesis 2 and 3 were tested using t-test for independent samples. All the hypotheses were tested at the 0.05 level of significance. The study findings revealed a significant difference in academic achievement between students with high, moderate and low levels of self-esteem. There is no significant difference in academic achievement between students with high and moderate levels of achievement motivation. Also, there is no significant male and female difference in academic achievement. In conclusion, a significant difference exists in academic achievement between high, moderate and low self-esteem levels. No significant differences exist on academic achievement between high and moderate levels of achievement motivation, and no significant male and female difference exists among the students respectively. Based on the findings it was recommended among others that Educational psychologists and teachers should design and develop academic programmes that directly promote self esteem level among students. Achievable goals should be set for students by parents and teachers. Both males and females should be assigned challenging tasks to resolve within a definite period.

Key words: Levels of self-esteem, levels of achievement motivation, academic achievement, students

Introduction

The awareness in Academic could help to bring achievement for many students in Nigeria, the great interest to educationists and stakeholders, as it remains the means of distinguishing successful students from unsuccessful ones. It is a means of assessing the extent to which learning has taken place in students and is intended to improve their life and the nation at large. The issue of low academic achievement at the university level seeks for serious concern since it takes its origin from the lower level that is responsible for the training of high-level man-power for the country. Therefore, under-achievement at this level will be a disaster for the country. Presently, some employers of labour are already lamenting about the low quality of our undergraduates. Many now prefer graduates from foreign universities, such as Asia, UK, USA and neighboring African countries. Inastudy (Eyong, David & Umoh), it was stated that there had been a reported incidence of under-achievement among students in secondary schools as evidenced by poor outing of WAEC results, which for years had been the standard measurement of academic achievement.

Despite the selaudable efforts, it is unfortunate to find some students irrespective of their IQ still considered underachievers. This indicates that the factors responsible for their under-academic achievement are not only due to teaching methodology, the nature of curriculum and the inability to cover the syllabus, among others. Therefore, there is the need to look at the factors related to students' psychosocial and cognitive attributes that may have some effect on their self-esteem, achievement motivation and socioeconomic status on academic achievement, since they are psychosocial beings.

Achievement Motivation is a drive to excel in a learning task. It is the desire of the individual to experience pride in his achievements. The student therefore does whatever is possible to avoid failure. This means the student also has a need to avoid failure and a need to achieve. The need to avoid failure is often manifested through anxiety in test situations while the need to achieve is manifested through persistence on a challenging assignment, working for high grades and a desire for adequate feedback from the teacher. Hence, motivation to achieve is so important in learning that little can be achieved if students are not willing to learn. A student might be very intelligent but if he is not motivated to learn, he can't learn what he is expected to learn. Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985). In addition, achievement motivation is an important variable and a pointer to success in any life endeavour.

Awareness Self Esteem

Awareness and education on self-esteem are very important dimensions achievement motivation, as they help promote the adoption and usage of academic systems and enhance the level literacy among students in IBBUL (Rachmatika, 2023). Self-esteem refers to the level of understanding and knowledge among individuals and businesses about the benefits, risks, and functionalities of education systems. Education refers to the process of providing information and training to individuals and businesses to enhance their financial literacy and capabilities (Andriamahery & Qamruzzaman, 2022).

Awareness and education are crucial in ensuring the success of an achievement motivation. Without adequate awareness and education, students and businesses may be hesitant to adopt knowledge base systems, may not understand how to use them effectively, and may be more susceptible to fraud and other risks (Behera, Bala & Rana, 2022). To enhance awareness and education, governments and financial institutions must develop and implement comprehensive awareness and education campaigns that target different segments of the population, such as youth, women, rural populations, and small and medium enterprises. These campaigns can include various strategies, such as social media campaigns, public awareness events, workshops and seminars, and financial education programs (Jenkins, Brennan, Molenaar & McCaffrey, 2022).

Awareness and education campaigns must address the specific needs and challenges of different segments of the population (Mohamed, Disli, Al-Sada & Koç, 2022). For instance, campaigns targeting youth may focus on the benefits of digital payments for social and recreational activities, while campaigns targeting women may address the safety and security concerns associated with cash transactions. Similarly, campaigns targeting small and medium enterprises may focus on the cost savings and efficiency gains associated with knowledge base. In addition to awareness and education campaigns, financial institutions must provide training and support to their students to ensure that they are equipped to use electronic systems of education effectively and safely. This may include providing user manuals, online tutorials, and students support services.

Financial education is also critical in promoting financial literacy and capabilities among student and businesses (Hidayah & Ariffin, 2022). Financial education programs can help individuals and businesses understand basic financial concepts, such as budgeting, saving, and investing, and develop the skills and knowledge needed to manage their finances effectively.

Self-Esteem

The effect of self-esteem on the motivation of Small and Medium Enterprises (SMEs) can be significant. According to Mouna and Jarboui, (2022), motivation aim to promote electronic system in literacy among

students and reduce the use of analog in the system. This can have both positive and negative effects on SMEs, depending on various factors such as their readiness to adopt digital system of education, the level of infrastructure development, and the level of financial inclusion. One of the significant impacts of motivation on SMEs is that it can lead to increased efficiency in financial transactions (Obi, 2023). Education are faster and more convenient than illiteracy, which can help SMEs reduce transaction costs and improve their cash flow management with the level of education in the system, this could also access financial services such as loans, insurance, and investment opportunities, which can help the students, grow their business (Junico & Wibowo, 2022).

Another impact of motivation on SMEs is that it can lead to increased financial inclusion. Educational literacy can help SMEs access financial services that were previously unavailable to them due to the high cost and inconvenience associated with self-esteem motivation. This can help SMEs expand their business operations and increase their competitiveness in the market (Wu, Yan & Umair, 2023). Motivation can also lead to increased transparency in self-esteem. Educational motivation leave a digital knowledge trail that can be easily tracked and audited, which can help reduce the risk of fraud and corruption (Haque & Shoaib, 2023). This can help SMEs build trust with their students and partners, leading to increased educational opportunities.

However, the effect of motivation on SMEs is not entirely positive. One significant challenge is the high cost of adopting self-esteem. SMEs may not have the financial resources to invest in the necessary infrastructure and technology to support the level of education (Lirag & Teresa, 2022). This can be a significant barrier to adoption and can limit the benefits that SMEs can gain from Motivation. Another challenge is the risk of cyber-attacks and other security breaches associated with education. SMEs may be more vulnerable to cyber-attacks due to their limited resources and expertise in cybersecurity (Ali, Ayyasamy, Akbar, Ap Ponnusamy & Heng, 2022). This can lead to financial losses and damage the students' reputation, which can have a significant effect on their self-esteem.

Gender

Gender inequality and women exclusion in governance is a global problem for instance in the United States of America gender inequality do exists for example Hillary Clinton won the elections in that country but due to gender imbalance she was denied of the position (Sibani, 2017). In the African context inequality in relation to gender, do exist in many occasions particularly in sensitive leadership positions. The Nigerian population as at 2019 was projected at 202 million people as reported by World meter with men and women in roughly equal number (50.68%) and (49.32%) respectively. About 54 percent, 72 million Nigerians live on less than $1 a day: the gender profile of Nigeria indicates that women have

much lower literacy rates (55%) compared with men (73%). Similarly, women are poorly represented in governance and decision making. At the national level women account for only 7% of elective positions as of 2011, in 2015 only 5.11% and in 2019 women account for 6.42% confirming that the representation of women in national level has declined from that of 2011.

In IBB University Lapai, the government decided to alleviate this problem by establishing Ministry of Women Affairs as one of the measures to solve the problem of gender inequality. Other effort made by the government is the appointment of some women into political offices such as commissioner of women affairs and member representative of a zone in the state. However, in spite of the government effort to alleviate the problem of gender inequality in Bauchi State, gender inequality still persists in several ways; this is mostly back by religious, social and economic belief of individuals and organizations within the state and beyond. However, several studies have been conducted that are relevant to gender related issues such as, Gbadebo, Keshiro, Sule, Adeyemi and Yemi (2018) examined gender equality and sustainable development in Nigeria with specific interest on the magnitude of the relationship between gender equality and sustainable development and investigates how the relationship between men and women affect sustainable development in Nigeria. Khan, Rahman and Kabir (2014) in their study, aims to contribute to women's participation in economic activities in Bangladesh by using nationally representative data, provided by the Bangladesh Demographic and Health Survey 2007, to examine the key factors associated with women's involvement in economic activities. Awoniyi and Ayandiji (2008) examined the extent to which women have utilized credit facilities for their development. None of these studies examined the impact of gender inequality on governance, specifically in Lapai Local Government.

Thus, the goal of this research is to investigate the influence self-esteem and achievement motivation on academic achievement among students' of IBBUL in Lapai Local Government Areaseeking to find out the challenges and prospects of and to suggest possible strategies to reduce its rate and magnitude. It is on this strand, that the need to investigates gender inequality in the study area. Because, Lapai Local Government Area is one of the areas with law level of women participation in politics were by no single woman occupied any political position in the state this shows that there is high rate of gender inequality in Nigeria.

Gender-denotes male and female students across faculties, departments and programmes in the university. Literature has it that both sexes tend to perform better than the other in different aspects depending on the variables under study and circumstances. It is also not uncommon to reveal an indifferent finding with regard to male and female in some studies.

Purpose of the study

The declining rate of academic achievement in the high institutions is alarming and calls for serious concern. Between the last two academic sessions, the school recorded less than 40% (800/36.2%) students in good standing, that is, without deficiency (out-standings) in all courses, while more than 60% (1,410/63.2%) were in deficient, one or more outstandings. This was forecasted as a problem because students can't accomplish academic tasks, and had difficulty meeting educational and career goals. In the long run, the possibility of student dropping out from school. Measures taken to address the problems include sensitization, workshops, and seminars for lecturers and orientation for students aimed at improving academic achievement. This can only be achieved by inter-playing the variables, that is, the dependent and the independent in the form of tests to measure the achievements of students and also determine the differences among the males and females. Likely measures in addressing the academic issues are worth conducting. Measures adopted that have failed to provide desired results include methodology and team teaching. Therefore, the present study precisely seeks to investigate influence of self-esteem, and achievement motivation levels on academic achievement among the students of IBBU Lapai, Niger state, Nigeria.

Research Questions

The study answers the following questions:-

1. What are the levels of Self-esteem among the students of Ibrahim Badamasi Babangida University, Lapai, Niger State?
2. What are the levels of achievement motivation among the students of Ibrahim Badamasi Babangida University, Lapai, Niger State?

Research Hypotheses

This study tested the following hypotheses:-

H_{O1}: There is no significant difference in academic achievement between students with high, moderate and low levels of Self-esteem among the students of Ibrahim Badamasi Babangida University, Lapai, Niger State.

H_{O2}: There is no significant difference in academic achievement between students with high, moderate and low levels of achievement motivation among the students of Ibrahim Badamasi Babangida University, Lapai, Niger State.

H_{O3}: There is no significant difference in academic achievement between the male and female students of Ibrahim Badamasi Babangida University, Lapai, Niger State.

Methodology

The research design for this study was Quasi experimental design, which involve pretest-posttest group. This design allow researcher to use the non random assignment of participants to the treatment group. James, (2016) stated that a quasi experimental design involve a pre-test post-test group expose all subject to treatment or stimulus. The observation in this design comes from examining subject values on outcome of interest prior to and after exposure. If post- treatment values differ significant from pre-treatment values, a case can be made that the treatment was the cause of the change. The population of this study comprised all 100Level students of IBBU, Lapai, Niger State. With a total population of three thousand, six hundred and sixteen (n=3,616) students which consisted of one thousand six hundred and seventy three (1,673) males (46%) and one thousand nine hundred and forty three (1,943) females (54%). The study population was 2,201 and the sample size was 333 respondents. Purposive sampling technique was employed for the study to ensure sample subject representation. The more prior information researchers have about the particular subject of interest, the better the sample that they're going to select. The method of conducting purposive sampling is fairly straightforward. Two adapted research instruments for this study were Rosenberg Self-Esteem Scale (RSES) Rosenberg, (1979, p.61). It is a 10-item. It's the most widely used measure of self-esteem for research purposes. The second is Achievement motivation Inventor (AMI) Mathee and Immanuel, (2009, p.40).This is a psychological test to assess a broad construct of job- work and school-related achievement motivation. The instruments were divided into three sections. Section A was the respondents Bio Data. Section B contained 10 self-esteem test items Likert scale with the items answered on a fourpoint scale from strongly agrees (4), agree (3), disagree (2) and strongly disagree (1) as its respondents sets items. While Section C contained 32 Achievement motivation test items, 18 were positively worded and 14 were negatively worded. The responses to the items were marked at a 5-point Likert scale format. The five (5) point Likert are completely agree (CA) 5, mostly agree (MA) 4, agree to some extent (ASE) 3, mostly disagree (MD) 2, completely disagree (DA) 1. A pilot test was carried out using the test re-test method. To test the reliability of the instruments 50 respondents randomly selected from FUT Minna who were not part of the main study were administered the instruments to respond to on an intervals of two weeks. The psychometric reliability coefficient was obtained with r=0.767and r=0.694 for both self-esteem scale and achievement motivation inventory respectively. Their values were found to be high and adjudged to be reliable enough for the instrument. For data analysis, ANOVA and t-test were used. Hypotheses 1 was tested using ANOVA and Hypotheses 2 and 3 using t-test at the0.05 level of significance.

Results and Analysis

Research Question 1: What are the levels of Self- esteem among the students of Ibrahim Babangida University, Lapai?

Table:1 Distribution of Respondents according Self esteem levels showing Frequencies count and Percentage

S/No.	Level	Frequencies Count	Percentages%
1.	High Self-esteem	95	28.52
1.	Moderate Self-esteem	181	54.35
2.	Low Self-esteem	57	17.12
	Total	**333**	**100.00**

FromTable: 1 in answering Research Question I, The respondent's position on each level was determined by its frequency count and percentages. The current study revealed that 95 out of 333 had high self-esteem level (28.52%) and 181 had moderate self-esteem level (54.35%) and, lastly, 57 had low self-esteem level (17.12%). This shows that from this study, most of the students of Ibrahim Badamasi Babangida University had a moderate level of self- esteem (54.35%).

Research Questions 2: What are the levels of Achievement motivation among the students of Ibrahim Babangida University, Lapai?

Table: 2 Distribution of Respondents according Achievement motivation levels showing Frequencies count and Percentages

S/No.	Levels	Frequencies Count	Percentage(%)
1	High Achievement motivation	61	18.32
2	Moderate Achievement motivation	272	81.68
3	Low Achievement motivation	00	00.00
	Total	**333**	**100.00**

From Table: 2 in answering Research Questions II the respondents, position on each level was determined by its frequency count and percentages. The result from the analysis of the current study revealed that 61 out of 333 have high achievement motivation level (18.32%) while 272 have moderate achievement motivation level (81.68%). From these findings, majority of students of Ibrahim Badamasi Babangida University, Lapai have moderate achievement motivation level (81.7%).

Three hypotheses were postulated and tested. Hypothesis one was tested using ANOVA while hypotheses two and three were tested using t-test, all computed at 0.05 levels of significance.

H_{O1}: There is no significant difference in Academic achievement between High, Moderate and Low levels of Self-esteem among students of Ibrahim Badamasi Babangida University, Lapai, Niger state.

Table: 3 Analysis of variance (ANOVA) Differences in Academic achievement between High, Moderate and Low levels of Self-esteem

Source	Sumsq	Df	Mean sq	F	Sig
Between group	5.356	2	2.678	5.095	.007
Within group	173.457	331	.526		
Total	**178.813**	**333**			

The result of the descriptive analysis presented on Table: 3 above, shows a oneway ANOVA was captured to find out whether there is any difference in academic achievement between students with high, moderate and low levels of self-esteem. The result of the current study revealed a significant difference between groups as sig. is. 007, which is less than the 0.05 level of significance. The null hypothesis that states there is no significant difference in academic achievement between nigh, Moderate and Low levels of Self- esteem is rejected. The multiple comparisons show a difference between moderate and low and between high and low self-esteem among the students of Ibrahim Badamasi Babangida University, Lapai, Niger State, since P= .007>0.05

H_{O2}: There is no significant difference in Academic achievement between High, Moderate and Low levels of Achievement motivation among students of Ibrahim Badamasi Babangida University, Lapai, Niger state.

Table: 4 T-test Difference in Academic achievement between High and Moderate levels of Academic motivation

Achievement. Motivation	N	Mean	Std. Dev.	Df	F	t-value	P-value (2-tailed)
High	61	2.5910	.73603	331	.079	-1.276	.778
Moderate	272	2.7183	.73274				
Total	**333**	**5.3093**					

From Table: 4 above, in order to test the null hypothesis that states there is no difference in academic achievement between students with high and low level of achievement motivation among students of

Ibrahim Badamasi Babangida University, Lapai, an independent sample t-test was run. From the Table, above the mean score on academic achievement of each group is X=2.5910 for high and X=2.7183 for moderate. The results revealed the mean score of academic achievement for high (X=2.5910, SD=.73603) is not significantly different from that of the mean score of the academic achievement of moderate (X=2.7183, SD=.72374) at t-value (t=-1.276,df=331, P-value of .778) is >0.05. Thus, based on the obtained results, the null hypothesis that states there is no significant difference in academic achievement between students with high, moderate and low levels of achievement motivation among students of Ibrahim Badamasi Babangida University, Lapai is accepted. The study revealed that no significant difference exists in academic achievement between students with high and low levels of achievement motivation among the students of Ibrahim Badamasi Babangida University, Lapai Niger State.

H_{O3}: There is no significant male and female difference in academic achievement among students in Ibrahim Badamasi Babangida University, Lapai, Niger State.

Table: 4 t- test Difference in male and female on Academic Achievement

Gender	N	X	Std	Df	F	t	P-value
Male	193	2.6794	.7300	331	.211	.456	.646
Female	140	2.7166	.714130				
Total	**333**	**5.396**					

Table: 4 above, shows critically the value of t is. 456. The test is insignificant at the 0.05 level of significance, 331 degree of freedom and p-value of 0.646, as such since the p-value is greater than the level of significance, the null hypothesis is accepted. Therefore, this revealed that, there is no significant gender difference in academic achievement among the students of Ibrahim Badamasi Babangida University, Lapai, Niger State. The mean from the Table indicates that males are not significantly performing than females having the mean X=2.6794 is not significantly greater than X=2.7166 obtained for the females.

Discussion

The purpose of this study was to examine the influence of self-esteem levels, and achievement motivation levels on academic achievement among the students of Ibrahim Badamasi Babangida University, Lapai. This section, therefore, discusses the findings in terms of the hypotheses tested in the study. The result of current study revealed a significant difference in academic achievement between groups as the significance level is .007, which is less than the 0.05level of significance. The multiple comparisons showed a difference in between moderate and low and between high and low self- esteem

among the students of Ibrahim Badamasi Babangida University, Lapai. This study finding was supported by Seth (2019) who examined the effect of self-esteem and academic achievement. The results reveal that the respondents have positive self-esteem. This is evidenced by the means core of 3.2 and a standard deviations core of 82, which is an indication of homogeneous responses. The regression analysis result also revealed that self-esteem significantly predict achievement motivation (B=.233,t=6.057,p=.0.05). By implication, a unit increase in the self-esteem score of a student leads to a .223 increase in achievement motivation of that particular student. Self-esteem is therefore an important factor that boosts achievement motivation. Mehid's (2018) study findings showed that medical students (MD) had more self-esteem compared with B.Sc. students (P<0.017).The results showed that self-esteem had a significant relationship with academic achievement among college students. Parvaneh's (2017) study results showed a relationship between academic achievements with self-esteem; higher self-esteem results in better academic achievement and vice versa. Barnabas (2013) conducted a study between self-esteem and the academic achievement of undergraduates and reported that self-esteem was positively related to achievement motivation, r(198)=0.34atp<.05.Mohammed(2015)reportedfromPakistanonself-esteemandacademicperformanceamonguniversitystudentsandconcludedthatthereexistedastrongpositivecorrelationbetweenself-esteemlevelandacademicachievement.It concluded that, itisimportanttonotethatplanningpsychologicalinterventionstoincreasethelevelsofself-esteemmaybeusefulinpromotingacademicachievement.Thefindingofthecurrentstudyisinlinewithprevious empiricalstudiesandtheresultshowsthatstudents'self-esteemlevelismoderateand consideredsuccessful.

Anotherfindingofthisstudyrevealednosignificantdifferenceinacademicachievementbetweenstudentswith highandlowlevelsachievementmotivationamongthestudentsofIbrahimBadamasiBabangidaUniversity,Lapai. This finding is contracted byAffum-Osen,(2014)inareportobservedapositiverelationshipbetweenachievementmotivationlevelandacademicachievementbutthecorrelationwasnotsignificant

andAuwal(2014)inastudyrevealedthatastrongpositiverelationshipexistedbetweenmotivationandstudents' academicperformance.Ther-

valuefromcorrelationanalysisis0.667,revealingastronglinkbetweenthestudyvariables.Similarly,students' motivationlevelservesasayardstickinpredictingtheirperformance.Thiswassupportedbytheworkof Ananya(2015)whoalsoreportedthattheachievementmotivationispositivelyrelatedtoacademicachievement.Sanjeev andSunita(2015)revealedthatachievementmotivationplaysasignificantroleinacademicachievementofstudents.NnamaniandOyibe's(2016)findingsrevealedthatthemeanachievementmotivationscoresoffemalesecondary schoolstudentswerehigherthan themeanachievement scores ofmalestudents.

Fromtheabovediscussions,thefindingofthisstudyisnotinagreementwithsomeoftheempiricalstudiesreviewed.Thiscouldbeattributedtothedifferencesinresearchdesign.Thus, the result shows the students' level of achievement motivation is moderate and can be regarded as successful. This study is to examine how achievement motivation impacted on student's academic achievement. The result of the current study is not in tune with most of the literature reviewed because previous studies investigated relationships while this study examined differences in academic achievement between High, Moderate and Low levels of achievement motivation among students Ibrahim Badamasi Babangida University, Lapai, Niger State.

Conclusion

The conclusions of this study based on the findings show that:

Moderate self-esteem and moderate achievement motivation exist on academic achievement among the students of Ibrahim Badamasi Babangida University, Lapai, Niger State. A significant difference exists in academic achievement between high, moderate and low levels of self-esteem among them. No significant difference exists in academic achievement between their high, moderate and low levels of achievement motivation. No significant male and female difference exists in their academic achievement. No significant interactive effects of self-esteem, academic motivation and male and female exist in their academic achievement.

Recommendations

Based on the findings of this study, the following were recommendations.

1. Educational Psychologists, Authorities and Teachers should design and develop academic schedules that directly or indirectly promote self-esteem levels among students. These would boost their esteem level and increase their achievement motivation level.
2. Parents and teachers should endeavor to set achievable goals for undergraduates and ensure that they achieve through a feedback mechanism.
3. Also, they should encourage them to look up to individuals, who had achieved success in the society as role models. This will spur the undergraduates to study hard and become successful in life.
4. Both male and female students should be saddled with responsibilities or challenging roles that must be resolved within a definite period, such as classwork, assignments, projects and research. Success will inspire and encourage them to put more efforts.

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