



To Study the Relationship between Self-esteem and Intrinsic Motivation of Public High School Students of District East, Karachi

Dr. Iftikhar Ahmad

M.Phil. Research Scholar, Department of Education, Faculty of Social Sciences & Humanities, Hamdard University Karachi. drifiraza01@gmail.com

Dr. Abdul Aziz

Principal, Govt. College of Elementary Education Uthal, Lasbela, Balochistan. abdulazizroonjha@gmail.com

Syed Ayaz Haider

PhD Research Scholar, Department of Education, Faculty of Social Sciences & Humanities, Hamdard University Karachi. sahaider110@gmail.com

Abstract

The purpose of this study was to examine the relationship between self-esteem and intrinsic motivation in the context of public high school students in Karachi East. Self-esteem is one of the most important psychological characteristics that have an influence on students' academic performance. It has been shown that there is a favorable association between the two of these categories and the academic progress of kids. The research was carried out by Public High School students of district East, Karachi. For this study, a descriptive survey research design was selected as the appropriate approach. The structured questionnaire and the retrospective technique both contributed to an increase in both the quality and the richness of the data that was obtained. The population consisted of 50 students of public high schools in district East, Karachi. A random sampling strategy was used and a group of 50 students was chosen at random among these total participants to take part in the research. The data was gathered through the distribution of the structured questionnaires to the selected students from XYZ High School. Data was collected through personal visits and analyzed statistically and through content analysis. The findings of study found mixed results on students' motivation and attitudes towards challenging tasks. While many were intrinsically motivated and found challenging tasks enjoyable, others felt neutral or disagreed with these aspects. Strengthening intrinsic motivation and promoting a growth mindset could enhance a positive learning environment. Based on the findings concrete recommendations were made.

Key Words: *Self-esteem, Intrinsic motivation, Students, Public high school,*



Introduction

Educational accomplishment is a multi-dimensional notion that may be impacted by a broad range of extracurricular activities and personal circumstances. Self-esteem and intrinsic motivation have emerged as essential psychological qualities that have an impact on students' academic success and overall well-being (Orth, Robins, & Widaman, 2012; Ryan & Deci, 2000). Among them, self-esteem is one of the most important psychological characteristics that has an influence on students' academic performance. It has been shown that there is a favorable association between the two of these categories and the academic progress of kids. It is believed that self-esteem and intrinsic motivation are fundamental components of a student's psychological well-being. Self-esteem can be understood as an individual's subjective evaluation of their worth or value (Rosenberg, 1965), and intrinsic motivation can be understood as participating in an activity for its inherent satisfactions rather than for some separate outcome (Ryan & Deci, 2000).

The importance of self-esteem and intrinsic motivation in the context of educational institutions has been highlighted by research conducted across several nations worldwide. Orth et al. (2012) reported that increased self-esteem has been linked to better academic performance, increased resilience, stronger social relationships, and overall positive outcomes in students. The results of a 2009 study by Niemiec and Ryan show that intrinsic motivation increases academic achievement, engagement, and memory of recently learned content in a similar way to extrinsic motivation.

Background

Educational psychologists are paying a lot of attention to the complex relationship that exists between students' levels of self-esteem and their intrinsic motivation, as well as the influence that this relationship has on the students' academic success. According to Schunk and Pajares (2009), the research that has been done so far conclusively demonstrates that these concepts are important determinants of educational success, student engagement, and general well-being. However, the focus of these studies is almost entirely on industrialized nations; as a result, a large research void exists in the context of emerging nations like Pakistan. The purpose of this study is to investigate the levels of self-esteem and intrinsic motivation among public high school students in Karachi East, an area in Karachi that is characterized



by a varied range of socioeconomic situations. It is hoped that this research will help fill the gap that has been identified.

According to Rosenberg (1965), self-esteem may be described as an individual's subjective judgment of their worth or value. This concept is an essential component of students' psychological well-being. According to Baumeister, Campbell, Krueger, and Vohs (2003), this concept has a considerable impact on students' opinions of themselves, as well as on the quality of their interpersonal connections and their capacity to accept challenges and accept the possibility of failing at those tasks. According to Orth, Robins, and Widman (2012), having healthy self-esteem is related with improved academic achievement, greater resilience, and stronger social interactions. As a result, having healthy self-esteem is an essential factor in achieving academic success.

Problem Statement

These conceptual frameworks were recognized by Schunk and Pajares (2009) as significant elements that affect students' overall school experience in addition to their academic performance. Numerous research from all around the world has pointed to a beneficial connection between students' levels of self-esteem and intrinsic motivation, as well as their academic achievements.

By the conditions of socioeconomic and the distinctive issues, district east Karachi offered a setting that could provide different perspectives on the dynamics of intrinsic motivation and self-worth among students enrolled in public high schools. This study was conducted in Pakistan. In turn, these factors were predicted to have major ramifications for the academic achievement of the children.

Research Gap

The field of educational psychology has produced a sizeable body of work that investigates the relationship between high school students' levels of self-esteem and their levels of intrinsic motivation, as well as the effects that these factors have on the students' levels of academic accomplishment. Scholars such as Deci and Ryan (2000) and Rosenberg (1965) had made substantial contributions to the understanding of the intricate interrelationship between these variables and how it may be reinforced in educational settings for better academic achievements. These contributions have been made in the past. However, most of



this enormous body of information concentrated on situations that occurred in industrialized nations. The application of these results to other settings, especially in developing nations, was fraught with obstacles due to the differences in the sociocultural, political, and economic landscapes of those countries.

Due to this, a significant study vacuum was created while attempting to comprehend these concepts within the context of emerging nations like Pakistan, and more especially, Karachi East. This gap was not only quantitative, in terms of the limited amount of research, but also qualitative, addressing the absence of an in-depth knowledge of how these variables were viewed and experienced in the specific context of Karachi East. This gap was not only quantitative, in terms of the limited number of studies.

Objectives

1. To assess the levels of self-esteem among public high school students in Karachi East and explore potential variances based on gender, grade level, and socio-economic status.
2. To examine the relationship between self-esteem and intrinsic motivation among public high school students in Karachi East, determining whether a correlation exists and how it might impact academic performance.
3. To investigate the impact of Karachi East's unique socio-economic conditions and educational environment on students' self-esteem and intrinsic motivation, elucidating the potential implications for academic achievement.
4. To provide evidence-based recommendations to educators and policymakers aimed at enhancing self-esteem and intrinsic motivation among public high school students, thereby contributing to improved educational outcomes in the Karachi East region.

Research Questions

1. What are the levels of self-esteem among public high school students in Karachi East, and how do these vary based on factors such as gender, grade level, and socio-economic status? (don't use double barreled questions)
2. How is intrinsic motivation manifested among public high school students in Karachi East, and how do individual factors and socio-cultural influences shape these levels of motivation?



3. What is the relationship between self-esteem and intrinsic motivation in the context of public high school students in Karachi East?
4. How do the unique socio-economic conditions and educational environment in Karachi East impact the self-esteem and intrinsic motivation of public high school students, and what are the implications for their academic performance?

Significance

The research that was suggested to be conducted had significant importance from a variety of perspectives, including theoretical, practical, and sociological. Every one of these facets contributed, both individually and together, to the overall effect of the research as well as the possible ramifications of the results.

From a theoretical point of view, was to contribute to the existing body of literature in the field of educational psychology. Despite the large amount of study that has been conducted on the concepts of self-esteem and intrinsic motivation on a worldwide scale, there has been a striking lack of studies that have investigated these aspects within the unique setting of public high schools in Karachi East.

The study was significant from a social point of view since it had the potential to assist kids become healthier, more resilient, and more involved in their education. According to Rosenberg's research from 1965, elevated levels of self-esteem and intrinsic drive not only related to academic performance but also had a good influence on general mental health as well as social interactions. This is vital for the development and advancement of society.

Scope and Limitation

A concerted attempt was made to provide insightful information on the levels of self-esteem and intrinsic motivation among students attending public high schools in Karachi East.

Nevertheless, as is the case with every study, there were a few limitations that were expected, and they should be addressed to properly comprehend the context and interpret the results in an appropriate manner.

Regarding its geographical reach, the research was limited to the public high schools in Karachi East. Because of this restriction, issues regarding whether the results may be generalized to other types of educational settings unavoidably arose. As Isaac and Michael (1981) point out, because of changes in socio-cultural dynamics, economic situations, and



educational infrastructure, it is possible that the results cannot be directly applied to private schools or schools in other parts of Pakistan or anywhere else in the world.

Despite these predicted limitations, the purpose of this research was to address a large vacuum in the current literature by providing strong and important insights into the self-esteem and intrinsic motivation of public high school students in Karachi East. Therefore, the conclusions of the research should be evaluated taking into consideration the constraints of the previous sentence. Although these constraints might provide difficulties, they also served as possible topics for further investigation and development, which contributed to the development of study within this field.

Literature Review

Research in the fields of psychology and education is continually interested in gaining a better understanding of the elements that influence the academic incentives of students. The investigation of self-esteem and intrinsic motivation, two concepts that have been postulated to have substantial effects on students' educational experiences, performance, and general well-being. Pajares (2008) has received a large amount of focus and attention in recent years. To better understand these structures, how they interact with one another, and what roles they play in the context of public high schools in Karachi East, Pakistan, this chapter provides a thorough literature analysis.

Like this, engaging in an activity for its own sake rather than for the sake of a different outcome is referred to as "intrinsic motivation." This idea forms the basis of Deci and Ryan's (1985) Self-Determination Theory. Intrinsic motivation can be sparked by a variety of things, such as the enthusiasm for learning something new, the satisfaction of curiosity, or the satisfaction of finishing a task. It is thought to be a significant motivator for effective learning, original thought, and perseverance when faced with academic challenges. The core idea behind competence is the need to feel capable and efficient when interacting with the world around oneself. Deci and Ryan (2000) found a positive correlation between an individual's intrinsic motivation to participate in a task and their self-perception of competence in completing it. However, autonomy refers to the requirement that one be able to feel as though they are making decisions and acting on their own behalf.



Although there are several theoretical frameworks that have contributed to the conceptualization of intrinsic motivation, Self-Determination Theory (SDT) and the concept of flow have been the most significant. The literature on educational psychology frequently observes a positive relationship between academic achievement and self-esteem (Muller, 2019). Thus, there is frequently a relationship between academic achievement and self-esteem. The students' academic performance from prior semesters was also inquired about, and the researchers employed the Rosenberg Self-esteem Scale (RSES). The results showed a strong positive correlation between the students' self-esteem scores and their GPAs. Based on the findings, it was determined that students who had higher levels of self-esteem also performed better academically (Correlating, 2018).

Furthermore, in line with the significant role that emotions play in education, people's self-perception, and self-concept—a variable that is closely related to self-esteem—are critical to their success (Veas, Castejón, Miñano, & Gilar-Corb, 2019). As previously noted, Deci and Ryan's (1985) Self-Determination Theory (SDT) postulates that relatedness, competence, and autonomy—three fundamental psychological needs—are the sources of intrinsic motivation. This theory offers a thorough explanation for people's decisions to engage activities even in the lack of obvious outside motivation. The SDT states that people must have all three of these experiences to feel competent or successful in what they are doing, autonomous or self-determining in their activities, and linked or connected to others in their social environment. In the past, self-esteem has become of interest in the context of academic motivation, involving many concepts studied by researchers, including students' personal esteem and willpower. A study conducted by Sivrikaya (2019) regarded self-esteem to be the most important factor determining academic motivation and success.

Engaging in activities driven by internal motivation frequently leads to improved skill and control over the task at hand. This, in turn, leads to successful outcomes that further improve people's perceptions of their own ability and value (Deci & Ryan, 1995). There is a positive feedback loop that occurs when people experience success and advancement in their chosen pursuits, which results in an improvement in their self-esteem. This leads to a situation in which enhanced self-esteem drives additional intrinsic motivation. This dynamic link between self-esteem and intrinsic drive is supported by substantial data gleaned from empirical study. They have a greater propensity to participate in academic activities for the



sake of the inherently pleasurable experiences and sense of personal satisfaction that come from learning.

One important aspect of the relationship between intrinsic motivation and academic performance is the emotional dimension. Joy, curiosity, and a greater sense of accomplishment are among the positive emotions aroused by the sense of accomplishment that comes with learning. By encouraging a positive attitude toward learning, these emotional states in turn enhance the learning process and may have an impact on academic achievement (Rodríguez-Muñoz et al., 2021; Valiente et al., 2012).

Research Methodology

Research Design

For this study, a descriptive survey research design was selected as the appropriate approach. This design is an example of a scientific method. The capacity of a descriptive survey to collect precise information and offer a full picture of the phenomenon that is being studied (self-esteem and intrinsic motivation among public high school students in district East, Karachi) was a major factor in the decision to choose a descriptive survey as the research method. Descriptive design furnishes the researcher with an opportunity to gain insight into the problem itself. According to Blaikie (2000) descriptive research also helps the research team to see the need for the research. If it is not as clear or as necessary, exploratory research. The researcher aimed to obtain data on phenomena that cannot be immediately seen or quantified, such as emotions, attitudes, and perceptions, which were the focus areas of this study. This design is especially useful when the researcher's goal is to gather data on such phenomena.

For this study, the descriptive survey research method was a great choice because it made it simpler to collect detailed, reliable, and accurate data on the levels of intrinsic motivation and self-esteem among students enrolled in public high schools in Karachi's East District. The structured questionnaire and the retrospective technique both contributed to an increase in both the quality and the richness of the data that was obtained.

Population and Sampling

The term "population" refers to the complete group of people or occurrences that the researcher is interested in looking into further for their investigation. In descriptive studies, it



is customary to define a study population and then make observations on a sample taken from it. Study populations may be defined by geographic location, age, sex, with additional definitions of attributes and variables such as occupation, religion, and ethnic group (Banerjee, Chaudhury, Singh, Banerjee, Mahato, & Haldar, S., 2007). In this study, the population consisted of all the students attending public high schools in district East, Karachi. This demographic was selected because its levels of self-esteem and intrinsic motivation were of interest to the research being conducted, and because it was typical of the group in question.

A sample may be defined as random if every individual in the population being sampled has an equal likelihood of being included. Random sampling is the basis of all good sampling techniques and disallows any method of selection based on volunteering or the choice of groups of people known to be cooperative (Indrayan, A., 2008). Within the scope of this demographic, XYZ High School was chosen as the institution to investigate for the purpose of this research. This school was selected because of its large and varied student population, which made it possible to acquire a wide variety of data. A group of 50 students was chosen at random from among these total participants to take part in the research. The size of the sample was decided by striking a compromise between the requirements for statistical power and the restrictions that must be met to carry out the study. It was determined that a sample size of 50 would be enough to identify significant patterns and trends in the data, while also being workable in terms of the resources that would be necessary for data collecting and analysis.

Research Instruments

Questionnaire was designed. For the purposes of this investigation, the tool of choice was a questionnaire of a structured format. The questionnaire was selected because of its potential to gather huge quantities of data in a very short period, as well as its capacity to give standardized data that is readily quantifiable and analyzed. Additionally, the questionnaire was chosen because of its widespread usage in research pertaining to the social sciences. As found here, an “interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including individual, face-to-face interviews and face-to-face group interviewing. The asking and answering of questions can be mediated



by the telephone or other electronic devices e.g. computers (Robert Wood Johnson Foundation, 2006).

Pilot Study

Table 1

Case Processing Summary

		N	%
Cases	Valid	239	97.6
	Excluded ^a	6	2.4
	Total	245	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.700	14

The provided reliability analysis furnishes critical information about the internal consistency of the survey instrument utilized in your research. The Cronbach's Alpha coefficient, in this case, registers at .7, signifying a commendable level of internal consistency among the items comprising the survey.

Data Collection

The process of gathering data is essential to research since it has a direct bearing on the accuracy and reliability of the information gathered. The structured questionnaires were distributed to the chosen XYZ High School students to collect data for this study.

During an ordinary school day, the students received the questionnaires. The students were given precise instructions on how to fill out the questionnaire, with a focus on the significance of providing accurate and truthful answers. The students were told that their participation would be anonymous and that their answers would only be used for this research to maintain confidentiality and promote open communication.

Data Analysis

Data analysis is one of the most crucial phases in the research process because it makes it possible to convert unprocessed data into meaningful insights. Descriptive statistics were



used to analyze the questionnaire data for the purposes of this investigation. The initial step in the data analysis process was coding the data.

The data were coded and then entered into a statistical analysis software application. The program was used to calculate various descriptive statistics. Using frequencies and percentages, calculations were performed to provide an overview of the categorical variables, such as gender and grade level. To present the descriptive statistics in a way that gave the data a visual representation, tables and graphs were used. This made the results much easier to understand and evaluate.

Ethical Considerations

The students were given information about the study's purpose and assurances that their answers would be kept confidential before the questionnaires were given out. They were also told that they could leave the study at any time without facing any repercussions and that participation was entirely voluntary.

Result Findings

Mixed results were found regarding students' attitudes toward difficult assignments and their motivation to learn. Notable percentages of students felt neutral or disagreed with these aspects, even though a sizable portion of students found challenging tasks enjoyable for learning and were intrinsically motivated. A more positive learning environment may result from encouraging a growth mindset in students and strengthening their intrinsic motivation. Additionally, a significant portion of students expressed neutral or negative attitudes toward themselves, highlighting areas of concern in their overall self-perceptions and attitudes toward themselves. This emphasizes how crucial it is to provide students with focused support and social-emotional learning activities so they can develop positive self-images and self-acceptance.

Table 02
Descriptive Statistics for 20 different statements



	N	Minimum	Maximum	Mean	Std. Deviation	Skewness
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Confident in abilities	50	3	5	4.08	.778	-.142
Motivated for learning	50	3	5	4.12	.773	-.213
Valuable Individual	50	3	5	3.98	.820	.038
Enjoy challenging tasks	50	3	5	3.94	.867	.119
Feel good about myself	50	3	5	4.00	.728	.000
Driven to understand subjects	50	3	5	3.78	.708	.344
Capable of achieving good grades	50	3	5	4.10	.789	-.182
Eager to participate in activities	50	3	5	3.88	.799	.223
Positive attitude towards myself	50	3	5	3.98	.795	.036
Intrinsically motivated for assignments	50	3	5	4.16	.817	-.308
Feel person of worth	50	3	5	3.86	.833	.273
Find schoolwork interesting and fulfilling	50	3	5	4.08	.804	-.148
Able to do things as well as others	50	3	5	4.00	.833	.000
Motivated for personal satisfaction	50	3	5	3.88	.824	.230
Feel number of good qualities	50	3	5	3.96	.832	.077
Driven to do well in school	50	3	5	3.76	.771	.448
Take positive attitude towards myself	50	3	5	4.12	.824	-.230
Motivated to learn out of curiosity	50	3	5	4.06	.867	-.119
Satisfied with myself overall	50	3	5	4.02	.820	-.038
Find learning for sake of learning rewarding	50	3	5	4.02	.820	-.038
Valid N (list wise)	50					

Result:

The table shows the descriptive statistics for a sample of fifty high school students on 20 distinct statements about intrinsic motivation and self-esteem. A Likert scale, with 3 denoting "strongly disagree" and 5 denoting "strongly agree," was used to rate the statements. In general, the students' mean scores for most of the statements were relatively high, suggesting that they had a favorable inclination towards the constructs being measured. At 4.16, the categories "Motivated for learning" and "Intrinsically motivated for assignments" had the highest mean scores. This shows that the students have an innate desire to finish their assignments and are highly motivated to learn new things in the classroom.

Driven to understand subjects had the lowest mean scores, 3.78 and 3.76, respectively. These findings suggest that the pupils' levels of intrinsic motivation may be a little lower. Most of the statements have standard deviations that are small, ranging from 0.708 to 0.867, suggesting that the responses are tightly clustered around the mean. The higher standard



deviations of some statements, like "Enjoy challenging tasks" and "Feel person of worth," however, indicate greater variability in the responses.

Skewness values typically show that the data is symmetrical when they are near zero. "Skilled at schoolwork," "Motivated for learning," and "Find school work interesting and fulfilling" all show negative skewness values, which may indicate that there is a small left-tail skewness in the data. In summary, the descriptive statistics offer significant insights into the high school student sample's self-esteem and intrinsic motivation levels. Overall, the students exhibit strong levels of motivation and satisfaction and seem to have positive attitudes toward their skills and schoolwork.

Discussion and Conclusion

Discussion

The study's objectives were to investigate the connections between academic achievement, intrinsic motivation, and academic self-concept among Public High School students in Karachi's district East. The researcher investigated the attitudes and motivations of students regarding their academic work and self-perceptions in this study. A Likert scale questionnaire used to gather data from 50 student respondents gave important insights into several areas related to students' academic mindset and self-esteem. Through statistical analysis, we were able to comprehend the responses' patterns and trends on a deeper level. The findings demonstrated that students were intrinsically motivated because they had a favorable opinion of their academic self-concept. The results showed a significant and favorable relationship between students' academic performance, academic self-concept, and intrinsic motivation.

The results of our study, however, suggest that a student's strong sense of self and internal drive is not always correlated with overall academic success. This finding, though unexpected, emphasizes how important it is to consider the many additional factors that affect academic performance. Our research found that academic self-concept had a significantly greater impact on academic performance than intrinsic motivation, even though both were significant predictors of students' academic performance. Interestingly, our results agreed with earlier research done in the Ghanaian educational setting (Dramanu & Balarabe, 2013; Laryea et al., 2014).



Overall, the findings show that to improve students' academic experiences and overall wellbeing, there is space for improvement in a few areas. The findings demonstrated that students were intrinsically motivated because they had a favorable opinion of their academic self-concept. The results showed a significant and favorable relationship between students' academic performance, academic self-concept, and intrinsic motivation. This shows that to improve students' self-perception and self-confidence, targeted interventions are required.

Conclusion

This research illuminates the diverse aspects of students' academic mindset and self-worth. To improve students' academic experiences and general well-being, educators, parents, and legislators can use the insightful information from the findings to create focused interventions and support networks. We can enable students to realize their full potential and develop a lifelong love of learning by creating a positive learning environment, encouraging self-confidence, and developing intrinsic motivation.

To enhance students' academic mindset and self-perception, educators and policymakers must use these findings as a foundation for putting evidence-based strategies into practice. Educational institutions can foster an environment that is more supportive and conducive to students' success. Using social-emotional learning programs to assist students in developing resilience, self-assurance, and positive self-attitudes is one possible intervention. Students can develop a sense of mastery and accomplishment by participating in demanding and enjoyable tasks and by being encouraged to think like growth mindset thinkers.

Educators should also consider how to integrate intrinsic rewards and curiosity-driven learning into their lesson plans. Also, encouraging inclusivity and a sense of belonging within the school community is essential for boosting students' positive self-perceptions. It's critical to acknowledge that every student is different, and that differences may exist in their attitudes and reasons for doing their homework. Therefore, it is crucial to support students' unique needs and interests through differentiated and personalized approaches. A sample size of fifty students drawn from a particular demographic might not accurately represent all students. Self-report questionnaires have the potential to introduce response biases as well. In conclusion, creating a supportive and productive learning environment for students requires a thorough understanding of their attitudes and motivations.



Recommendations

Based on the findings of your study on students' attitudes, motivations, and self-perceptions, future recommendations can be outlined as follows:

1. Since a significant portion of students reported neutral or negative self-perceptions, targeted interventions should be developed to boost their self-confidence. Social-emotional learning programs may be useful in assisting students in developing resilience and a positive self-image.
2. A growth mindset and intrinsic motivation need to be fostered, according to the conflicting answers about motivation and attitudes toward difficulties. This can entail giving students more interesting and demanding assignments that they enjoy and find fulfilling, so encouraging a love of learning and a sense of accomplishment.
3. The study emphasized the value of curiosity in learning. Teachers' ought to be inspired to use instructional strategies that pique students' innate curiosity while offering chances for investigation and learning across the curriculum.
4. It is essential to foster inclusivity and a sense of belonging. A supportive learning environment where each student feels appreciated and respected should be established since it can have a positive effect on both academic achievement and self-perception.
5. The study's shortcomings, like its small sample size and possible response biases, point to the need for more investigation. To increase the validity of the results, future research should strive for larger and more varied samples and make use of a variety of data collection techniques.
6. The results of this and related studies should guide educational policies and instructional strategies. Prioritizing evidence-based tactics that have been shown to enhance students' academic mindset and wellbeing is a good idea.
7. To effectively implement these recommendations, training programs for educators that focus on fostering growth mindsets, intrinsic motivation, and social-emotional learning competencies can be very helpful.
8. Including the parents and community in these programs can offer a more all-encompassing strategy for enhancing students' academic experiences. In addition to



- what schools do, parents can support the growth mindset and positive attitudes at home.
9. Regular feedback systems that allow students to share their opinions about their educational experiences can yield insightful information that can be used to improve instruction going forward.

References

- Alwi, S. Khurram Khan, K., and Muhammad Shaiq, M. (2021). Role of Human Resource Practices and Staff Satisfaction On Organizational Performance. *Journal of Contemporary Issues in Business and Government*, 27(6), 825-839
- Banerjee, A., Chaudhury, S., Singh, D. K., Banerjee, I., Mahato, A. K., & Haldar, S. (2007). Statistics without tears - inputs for sample size calculations. *Indian Psychiatr Jr.* 2007; 16:150–2.
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles? *Psychological Science in the Public Interest*, 4, 1-44.
- Blaikie, N. (2000). *Designing Social Research: The Logic of Anticipation*. Cambridge, UK: Polity Press.
- Correlating, F. (2018). Correlating self-esteem and academic outcome. *Psychology and Behavioral Science International Journal*; 8(2):555-733.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.
- Deci, E. L., & Ryan, R. M. (1995). Human autonomy: The basis for true self-esteem. In M. H. Kernis (Ed.), *Efficacy, agency, and self-esteem* (pp. 31–49). Plenum Press.
- Dramanu, B. Y., & Balarabe, M. (2013). Relationship between academic self-concept and academic performance of junior high school students in Ghana. *European Scientific Journal*, 9(34), 93–104. <https://doi.org/10.19044/esj.2013.v9n34p%25p>
- Farooqui, M., & Alwi, S. K. K. (2023). Work Family Conflict and Career Progression of Female School Teachers: A Pilot Study. *Pakistan Journal of Humanities and Social Sciences*, 11(2), 2655-2668
- Indrayan, A. (2008). *Basic methods of medical research*. India: AITBS Publishers; p. 116.



- Isaac, S., & Michael, W. B. (1981). *Handbook in Research and Evaluation*. San Diego: EdITS Publishers, pp-234.
- Laryea, J. E., Saani, A., & Dawson-Brew, E. (2014). Influence of students' self-concept on their academic performance in the Elmina township. *European Journal of Research and Reflection in Educational Sciences*, 2(4), 1–123. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1079.8872&rep=rep1&type=pdf>
- Muller, Eitan & Peres, Renana, (2019). "The effect of social networks structure on innovation performance: A review and directions for research," *International Journal of Research in Marketing, Elsevier, vol. 36(1)*, pages 3-19.
- Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, Competence, and Relatedness in the Classroom Applying Self-Determination Theory to Educational Practice. *Theory and Research in Education*, 7, 133-144. <https://doi.org/10.1177/1477878509104318>
- Orth, U., Robins, R. W., & Widaman, K. F. (2012). Life-span development of self-esteem and its effects on important life outcomes. *Journal of Personality and Social Psychology*, 102(6), 1271–1288.
- Pajares, F. (2008). *Motivational role of self-efficacy beliefs in self-regulated learning*. In Motivation and self-regulated learning: Theory, research, and applications. Lawrence Erlbaum Associates Publishers.
- Robert Wood Johnson Foundation. (July 2006). Qualitative Research Guideline. Obtenido de Qualitative Research Guideline: <http://www.qualres.org/HomeInte-3595.html>
- Robert Wood Johnson Foundation. (July 2006). Qualitative Research Guideline. Obtenido de Qualitative Research Guideline: <http://www.qualres.org/HomeInte-3595.html>
- Robert Wood Johnson Foundation. (July 2006). Qualitative Research Guideline. Obtenido de Qualitative Research Guideline: <http://www.qualres.org/HomeInte-3595.html>
- Robert Wood Johnson Foundation, (July 2006). *Qualitative Research Guideline*. Obtenido de Qualitative Research Guideline: <http://www.qualres.org/HomeInte-3595.html>
- Rodríguez-Muñoz, A., Antino, M., Ruiz-Zorrilla, P., & Ortega, E. (2021). Positive emotions, engagement, and objective academic performance: A weekly diary study. *Learning & Individual Differences*, 92, 102087.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton University Press.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.



- Sehar, S., & Alwi, S. K. K. (2019). Impact of head teacher's leadership style on teacher's job satisfaction and work motivation. *Journal of Business Strategies*, 13(1), 1-18
- Schunk, D. H., & Pajares, F. (2009). *Self-Efficacy Theory*. In K. R. Wenzel, & A. Wigfield (Eds.), *Handbook of Motivation at School* (pp. 35-53). Routledge/Taylor & Francis Group.
- Sivrikaya, A. H. (2019). The Relationship between Academic Motivation and Academic Achievement of the Students. *Asian Journal of Education and Training*, 5(2), 309-315. DOI: 10.20448/journal.522.2019.52.309.315
- Veas, A., Castejón, J. L., Miñano, P., & Gilar-Corbí, R. (2019). Actitudes en la adolescencia inicial y rendimiento académico: El rol mediacional del autoconcepto académico. *Rev. Psicodidáct.* 24, 71–77.
- Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: When and why emotions matter. *Child Development Perspectives*, 6(2), 129–135.