

ACADEMIC MOTIVATIONAL PATTERNS AS CORRELATES OF SELF-ESTEEM OF IN-SCHOOL ADOLESCENTS IN THE SOUTH-EAST OF NIGERIA

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Abstract

The study determined the relationship between academic motivational patterns and self-esteem of in-school adolescents in South-East Nigeria. Two research questions and two null hypotheses guided the study. A correlation survey design was adopted for the study. The population of the study comprised 452,179 in-school adolescents in public secondary schools in South-East Nigeria. A total of 1640 in-school adolescents drawn through purposive, simple and proportionate sampling techniques from public secondary schools were used for the study. Two instruments namely: Academic Motivational Scale (AMS) and Rosenberg Self-Esteem Scale (RSE) were validated and used for the study. The reliability co-efficients of the instruments AMS and RSE were 0.85 and 0.82 respectively. The data collected were analyzed using simple linear regression in order to answer the research questions and test the null hypotheses. Findings indicated that there was a statistically significant positive relationship between intrinsic motivational pattern and self-esteem of in-school adolescents. It was also revealed that extrinsic motivational pattern is significantly related to self-esteem of in-school adolescents. It was recommended among others that educators need to be promoting patterns of motivation in order to enhance the self-efficacy of the in-school adolescents.

Keywords: Academic Motivational Patterns, Self-Efficacy, Adolescents, South-East

Introduction

One of the most intriguing questions among educational psychologists in the context of improved learning outcome is why are some learners able to complete a task despite enormous difficulty, while others give up at the slightest frustration? Thus, the absence of motivation in intellectual processes

seems to have become a focus discussion among researchers and educators due to its underlying detrimental effects (e.g., Erez & Judge, 2001; Mueller & Dweck, 1998). Previous literature suggests that poor parental involvement, teachers' pedagogical competence, school climate and peers acceptance are associated with these consequential effects contributing to lower students motivational level which in turn may mar self-determination to learn (Dinçer & Oztunc, 2009; Ozdemir, 2009; Ummet, 2015). For reasons such as these, motivation becomes increasingly important in teaching and learning processes.

Motivation has been viewed in different ways based on people's orientation and individuality. Motivation refers to the reasons underlying behavior (Guay, Chantal, Ratelle, March, Larose & Boivin, 2010). Motivation is perceived to be an internal condition that stimulates, direct and maintains activities (Awan, Noureen & Naz, 2011). Motivation also refers to reasons that provoke actions which could show willingness and preferences (Lai, 2011). Operationally, motivation is a psychological construct and a condition that pushes an individual to perform an action to achieve a set goal.

Motivation may be classified into two patterns known as motivational patterns. Motivation experts (for example, Adeyemi, 2014; Brunstein & Maier, 2005; Deci & Ryan, 1985; Deci, Koestner & Ryan, 1999; Ryan & Deci, 2002) classified motivational patterns into intrinsic and extrinsic motivation and the current researcher adopts these two aspects of motivational patterns for the present study. Intrinsic motivation is activated by individual's interest, and pleasurable venture. (Lai, 2011). As Deci, Koestner and Ryan (1999) observed that intrinsic motivation instantly awakens and maintain engagement while relishing satisfactions inherent in effective volitional action. Intrinsic motivation could be credited in behaviors such as play, exploration, and challenge seeking that people involve themselves for internal rewards (Deci et al., 1999). It can therefore be succinctly said that students learn better in an environment where they enjoy the activities based on the perceived value of the task, subject matter, personal goals, and others (Adeyemi, 2014). The notion of intrinsic motivation may be described as being closely related to intrinsic value (Deci & Ryan 1985). In this study, intrinsic motivation refers to the internal drive that causes students to engage in academic tasks and inspire students to persist in the tasks for self-actualization.

Components of intrinsic motivation may involve internal and personal incentives that create sufficient attraction for performing an activity. However, adolescents' intrinsic motivation is troubling because they lose internal incentives to learn as they involve themselves in peer priorities (Lepper, Corpus & Iyengar, 2005). Intrinsic motivation to learn entails engaging in learning opportunities because they are seen as enjoyable, interesting, or

relevant to meeting one's core psychological needs (Ryan & Deci, 2000). Research has suggested that intrinsic motivation is related to performance that is directed at mastery and goal orientation (Cerasoli & Ford, 2014); however further research is needed to better understand how intrinsic motivation is related to academic performance specifically.

Beyond the intrinsic motivation, another aspect of motivation is extrinsic motivation. According to early psychologists like Ryan and Deci (2000), extrinsic motivation is a construct that is relevant whenever an activity is done in order to attain some reward for their actions. Extrinsically motivated behaviors are those where the controlling mechanism is easily seen (Ryan & Deci, 2000). Adeyemi (2014) defined extrinsic motivation as the determination made by individuals outside learners. Contextually, extrinsic motivation could be referred to as those environmental factors (rules enforcement, role prescription, punishment, reinforcement) that trigger one's academic behaviors.

Extrinsic motivation seems to depend on the temperament and personality of an individual (Lai, 2011). Prior study show that external motivation can be influenced by the presence of, tangible or intangible rewards (Lai, 2011). Extrinsic motivation pulls *an* individual to do something for a reward. That explains students' sudden interest to engage in a task with reward. In contrast with intrinsic, extrinsic motivation involves external incentives which influence students to try and achieve a set goal (Reeve, 2014). To that end, external incentives could enhance students' academic activities which might improve learning. It is assumed that employing motivation could activate an individual to engage in an academic task

Some educational psychologists believe that motivation is a necessary ingredient for supporting student learning (Denhardt, 2008, Lai, 2011, Murtonen, Olkinuora, Tynjälä & Lehtinen, 2008). Motivation seems significant for human energy and may be the foundation that shapes individual attitudes and practices. Motivation guides and sustains human behavior towards the fulfillment of their ultimate goals (Abuameerh & Al Saudi, 2012). It transcends human nature from a state of stillness into one of activation. According to Denhardt (2008), the best way to measure motivation is to consider the patterns in which people are motivated. This measurement could be in different aspects of life including academic environment.

Academic motivation has been perceived differently by experts. Pintrich and Schunk (2002) regarded academic motivation as internal condition that stimulates, directs and maintains academic behavior. Contextually, academic motivation is a construct that inspires, controls and sustains learning even in the presence of enormous difficulty. Additionally,

academic motivation may affect academic achievement through various quantitative and qualitative indicators of learning as it is connected with processing and storing information in long term memory and in recognition and retrieval. Jarvela and Niemivirta (2001) point out that academic motivation encourages higher forms of learning and consequently contribute to higher quality knowledge; therefore academic motivation could be the driving force of the learning process, activating it first and directing it towards the learning goal. Gesinde (2000) states that the urge to succeed in academic environment varies from one person to the other and that in some individuals the need for achievement is high, for others it is low and to some it is average. Therefore, this shows that academic motivation could be linked to intent to learn which is needed in facilitating learning as expected by the facilitator.

Previous research has indicated that there is a strong relationship between motivation and learning. According to Pintrich and Schunk (2002), academic motivation influences learning and performance and what students do and learn influence their motivation. Students who are motivated to learn about a topic are keen to engage in activities they believe will help them learn, such as attending carefully to the instruction, taking notes to facilitate subsequent studying, checking their level of understanding and asking for help when they do not understand the material (Pintrich & Schunk, 2002). In contrast, students who are unmotivated to learn are not enthusiastic in their learning efforts. They may be inattentive during the lesson and not organized or revise the learning material; note-taking maybe done haphazardly or not at all. They may not monitor their level of understanding or ask for help when they do not understand what is being taught (Pintrich & Schunk, 2002).

Despite the importance of motivation, motivating students to succeed in school has been reported to be a great challenge (Lie, 2011). For example, Lie (2011) opined that lack of academic motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards today. However, previous studies highlighted that negative relationships seems to exist between academic motivation and students' personal belief in academic ability (Gao, Lochbaum, & Podlog, 2011; Prat-Sala & Redford, 2010). Although, Yoshida, Tanaka, Mizuno, Ishii, Nozaki, Urakawa & Watanabe (2008) showed that academic motivation tends to predict perseverance to complete a difficult task. High motivation in learning has consistently been linked to increased students' achievement (Kushman, Sieber, & Harold, 2000). However, the assumption is that students' level of motivation may have positive effect on their learning ability and also increase their effort towards solving difficult tasks (Hanus & Fox, 2015). It could be assumed that academic motivation sustains and improves self-esteem. Research by Joshi

and Srivastava (2009) and Weisskirch (2016) suggested that academic motivation is associated with students' self-esteem.

Self-esteem appeared to be one of the most commonly researched concepts in social psychology due to perceived importance in social milieu. Self-esteem may be difficult to grasp because it has many definitions, terms of measurement and influencing factors. Reasoned (2000), has defined self-esteem as the experience of being capable of meeting life challenges and being worthy of happiness; furthermore, self-esteem is a psychological term that reflects a person's overall evaluation or appraisal of his or her own worth. Gao, Lochbaum and Podlog (2011) defined self-esteem as the belief in a person's ability in specific scenarios such as believing in their capability to perform a task or learn given concepts. In this context, self-esteem is a psychological term that reflects a person's overall evaluation or appraisal of his or her own worth.

Because of the importance of self-esteem and its powerful impact in protecting and enhancing a person's feelings of self-worth and value, it has been given major attention in the field of educational and social psychology (Ulrich, 2010). Self-esteem has also spanned through fundamental human motive that measures one's experience and quality of life (Knightley & Whitelock, 2007; Lane, Lane, & Kyprianu, 2004). In a school setting, self-esteem is, perhaps one of the vital ingredients for high learning outcome because its development is an underlying factor in promoting student motivation and academic success (Tremblay, Inman, & Willms, 2000).

Research has suggested that raising an individual's self-esteem (especially that of a child or adolescent) would be beneficial to both the individual and society as a whole (Joshi & Srivastava, 2009). Studies over the years suggested that self-esteem and learning success are positively correlated (Freih, 2005). In essence, self-esteem could play a major role in learning outcomes. According to the self-esteem model of Ross and Broh (2000), adolescents who feel good about themselves do better in school than do those who have low self-esteem (a term commonly interrelated with self-esteem). If poor performance in academics can lead to negative views of oneself (Crocker & Luhtanen, 2003), then it serves as an important motivator in assessing the relationship between self-esteem and academic performance.

High self-esteem may have been seen as an important motivator in enhancing academic performance. High self-esteem appears to influence positive learning outcome and boosts self-esteem. For instance, participation in reading program could improve noticeable students' reading skills and self-esteem (Newlin, 2003). Teachers, who are aware of the levels of self-esteem of their students, can develop activities and lessons that lead to success for the

students (Newlin, 2003). Students who are able to achieve their goals of being successful in school will likely experience a boost in self-esteem and encouragement to try more school work (Newlin, 2003). In an athletic events, the student with positive self-esteem in classroom could appear to have negative self-esteem while the one with negative self-esteem in the classroom will behave extremely appropriately in sporting arena.

In-school adolescents refer to a novel term used to describe adolescents who are receiving secondary education in Nigeria. Ibe (2015) defined in-school adolescents as young boys and girls ages 11-18 who are pursuing intellectual education in secondary schools. However, adolescent stage appears to be a critical and challenging developmental period that makes or mars the ambition of these individuals. The adolescent stage is the period of development when the already learned focus, sustained concentration and motivation for school achievement built over the elementary or earlier with parental guidance, supervision and support is replaced with peer social priorities. This is complicated further by the biological developmental challenges which may distract the young student from school work. This time presents one of the most challenging periods in the life of students, demanding a very high pedagogical competence, classroom management and conducive learning atmosphere to enhance and facilitate utmost academic achievement.

Unfortunately, the poor performance in academic task and low task persistence among secondary school students in South-East of Nigeria seems to have increased as evidenced in the internal and external examination results (West African Examination Council, 2010; 2011; 2012; 2013). Statistical evidences showed that the students' external examination (WAEC and NECO) results in mathematics, physics, English Language and even civic education, just to state some are low (Eze, 2015; Njoku, 2003). Statistics from the West African Examination Council (WAEC) and National Examination Council (NECO) revealed that the percentage pass at credit level has not substantially improved. This is illustrated in recent years (2010, 2011, 2012 and 2013), only 11.3% on WAEC and 25% on NECO, 30% on WAEC and 20% on NECO, 15% on WAEC and 20% on NECO and 24% on WAEC and 29% on NECO (West African Examination Council, 2006; National Examination Council, 2017). Okoro (2013) showed that the results of the Basic Education Certification Examination Performance in the South-East States from 2011 to 2016 were not encouraging. The said low achievement in South-East zone became very disturbing to the researcher. More frustrating is the fact that some students were absent on the exam day. Also, there has been no commensurate change to the amount of different innovation plans such as conferences, seminar, and workshops put in place in recent times to improve achievement

in schools in this geo-political area (Okoro, 2013). Some students lack the confidence and persistence to excel in complex tasks during their studies and thus contribute high rate of failure in internal and external examination (Amadioha, 2008). This typifies that state of decadence and its attendant academic poverty in most Nigerian schools and of school leavers. The South-East States of Nigeria are not exempt as they are also caught up in the web of academic malaise that characterizes Nigerian school system (West African Examination Council. 2010; 2011; 2012; 2013).

From the researchers observation, the students' academic persistence and performance especially secondary school students in Enugu and Ebonyi States, continued to be disappointing and their performance at the end of secondary school education and senior secondary certificate examination has not yet substantially improved for the last four years. It has also been observed that the teachers' patterns of motivation influences students' self-esteem, task persistence and overall performance. One wonders if this low persistence and poor performance could be attributed to teachers' or students' factor. The observations also revealed that, most of the students seem to be afraid of difficult subjects that involve critical thinking and some of these students seem to lack the skills required to show the level of persistence that will yield expected positive results. To that end, the researcher is perhaps uncertain whether academic motivation, self-esteem and task persistence relate to students' academic achievement. Could a better understanding of the relationship among the academic motivational patterns, self-esteem and task persistence be the key to improving academic achievement among schooling adolescents?

Research Questions

The following research questions were formulated to guide the study.

What is the relationship between intrinsic motivational pattern and self-esteem of in-school adolescents?

1. What is the relationship between extrinsic motivational pattern and self-esteem of in-school adolescents?
2. What is the relationship between intrinsic motivational pattern and task persistence of in-school adolescents?

Hypotheses

The following null hypotheses were formulated to guide this study and tested at 0.05 probability level:

H₀₁: There is no statistically significant relationship between intrinsic motivational pattern and self-esteem of in-school adolescents.

H₀₂: Extrinsic motivational pattern is not significantly related to self-esteem of in-school adolescents.

Method

This study adopted a correlation survey research design. Nworgu (2015) defined it as a type of study which seeks to establish relationship that exists between two or more variables, usually such studies indicate the direction and magnitude of the relationship between variables. The study was carried out in South-eastern states of Nigeria. South East is one of the six geopolitical zones in Nigeria. South East has five states which include Abia, Anambra, Ebonyi, Enugu and Imo. The geographical expanse is 4°15' to 7°5' N and from 5° 32' to 9° E. The southeast of Nigeria is located below the Niger River. To the North of the southeast is Benue state, to the east boundary is the Cross River State and to the south boundary is Akwa-Ibom and Rivers States. This part of Nigeria is completely Igbo speaking. They are mainly traders, civil servants, farmers and craft men. The population of the study consists of all the 452,179 in-school adolescents in public secondary schools in South East Nigeria. The sample size for the study comprised all the 1,640 in-school adolescents in the government secondary schools in the study area. Multi-stage sampling procedure was employed for the sampling of the respondents.

Two instruments were adapted to collect the data for the study. These are the Academic Motivation Scale (Alivermini & Lucidi, 2008), and the Rosenberg Self-Esteem Scale (Rosenberg, 1965). The Academic Motivation Scale (AMS) was adapted from Alivermini and Lucidi (2008). The adapted instrument (AMS) has two sections, A and B. Section A elicited demographic information (personal variables from participants) of the respondents such as gender, state of origin and location. While section B was classified into two clusters, each cluster has 12 items targeted at collecting information on the behavior constructs which is further divided into two clusters: the intrinsic (6-items) and extrinsic (6-items) motivation. Four-point Likert-scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) were weighted at 4, 3, 2 and 1 for positive response items respectively, and reversed for negative response items.

Rosenberg Self-Esteem Scale (RSES): This instrument was adapted from Rosenberg (1965). The adapted instrument measured students' level of self-esteem. The scale which has 10-items developed by Rosenberg was adapted. The instrument is subdivided into two dimensions (positive and negative) which are put into two clusters. The first cluster (5-items) measured

positive self-esteem while second cluster (5-items) measured negative self-esteem. The instrument has 10-items with four point scale ranging from strongly agree to strongly disagree. The value assigned to each of the 10 items were as follows: For items 1, 2, 4, 6, 7: Strongly Agree=4, Agree=3, Disagree=2, and Strongly Disagree=1. For items 3, 5, 8, 9, 10 (which are reversed in valence, and noted with the asterisks** below): Strongly Agree=1, Agree=2, Disagree=3, and Strongly Disagree=4 (Advanced Practicing Nursing, NPN, 2017; Rosenberg, (1986). The total score ranges from 0-30, with 30 indicating the highest score possible.

Copies of the instruments were given to four experts for face validation. Three experts from Department of Educational Foundations (Psychology and Special Education Units) and one from Science Education (Measurement and Evaluation Unit), all in the Faculty of Education, University of Nigeria Nsukka face validated the instruments. To ascertain the reliability (internal consistency) of the instruments, a pilot study was conducted using 60 SSII students in Community secondary school, Enugwuabor, Ufuma in Anambra State, Nigeria. Cronbach Alpha method was used to determine the reliability of the instruments which gave reliability coefficient value of 0.85 and 0.82 for AMS and RSE respectively.

The data collected was analyzed using simple linear regression to answer the research questions and test the null hypotheses at 0.05 probability level. Specifically, correlation coefficient “R” and coefficient of determination “R²” which are aspects of simple linear regression were used to answer the 2 research questions while analysis of variance aspect of the simple linear regression was used to test the 2 null hypotheses. Decision on the nature of the relationship between the variables was guided by Ramsey (2009) categorization of correlation coefficient which is as follows; 0.10 – 0.39 indicates low relationship, 0.40-0.69 indicates moderate relationship while 0.70 – 0.99 indicates high relationship.

Results

This chapter contains the analysis of data to address both the research questions and the hypotheses that guided the study.

Research Question One: What is the relationship between intrinsic motivational pattern and self-esteem of in-school adolescents?

Table 1: Correlation coefficient of the relationship between intrinsic motivational pattern and self-esteem of in-school adolescents

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.191 ^a	.037	.035	5.45434

a. Predictors: (Constant), Intrinsically Motivated

Table 1 reveals that the correlation coefficient of the relationship between intrinsic motivational pattern and self-esteem of in-school adolescents is 0.191 with a coefficient of determination of 0.037. This means that there is a low positive relationship between intrinsic motivational pattern and self-esteem of in-school adolescents. Besides, a coefficient of determination of 0.037 implies that 3.7 percent variation in self-esteem of in-school adolescents can be attributed to their intrinsic motivational pattern.

H₀₁: There will be no statistically significant relationship between intrinsic motivational pattern and self-esteem of in-school adolescent students.

Table 2: Regression analysis of the relationship between intrinsic motivational pattern and self-esteem of in-school adolescent students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	539.294	1	539.294	18.128	.000 ^b
	Residual	14220.406	478	29.750		
	Total	14759.700	479			

a. Dependent Variable: Self-esteem

b. Predictors: (Constant), Intrinsically Motivated

Table 2 shows the regression analysis of the relationship between intrinsic motivational pattern and self-esteem of in-school adolescent students. It shows that the associated probability value for the calculated value of F (18.128) for the relationship between intrinsic motivational pattern and self-esteem of in-school adolescent students is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This means that there is a statistically significant positive relationship between intrinsic motivational pattern and self-esteem of in-school adolescent students. In other words, the higher the intrinsic motivational pattern of in-school adolescents, the higher their self-esteem.

Research Question Two: What is the relationship between extrinsic motivational pattern and self-esteem of in-school adolescents?

Table 3: Correlation coefficient of the relationship between extrinsic motivational pattern and self-esteem of in-school adolescents

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.219 ^a	.048	.046	5.42184

a. Predictors: (Constant), Extrinsically Motivated

Table 3 shows that the correlation coefficient of the relationship between extrinsic motivational pattern and self-esteem of in-school adolescents is 0.219 with a coefficient of determination of 0.048. Thus, there is a low positive relationship between extrinsic motivational pattern and self-esteem of in-school adolescents. Besides, a coefficient of determination of 0.048 implies that 4.8 percent variation in self-esteem of in-school adolescents can be attributed to their extrinsic motivational pattern.

H₀₂: Extrinsic motivational pattern is not significantly related to self-esteem of in-school adolescent students.

Table 4: Regression analysis of the relationship between extrinsic motivational pattern and self-esteem of in-school adolescent students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	708.259	1	708.259	24.093	.000 ^b
	Residual	14051.441	478	29.396		
	Total	14759.700	479			

a. Dependent Variable: Self-esteem

b. Predictors: (Constant), Extrinsically Motivated

Table 4 shows that the associated probability value for the calculated value of F (24.093) for the relationship between extrinsic motivational pattern and self-esteem of in-school adolescents is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected, meaning that extrinsic motivational pattern is significantly related to self-esteem of in-school adolescents. Therefore, the higher the extrinsic motivational pattern of in-school adolescents, the higher their self-esteem.

Discussion of Findings

The result showed that there is a low positive relationship between intrinsic motivational pattern and self-esteem of in-school adolescents. Further statistical analysis showed that there is a statistically significant positive relationship between intrinsic motivational pattern and self-esteem of in-school adolescent students. The finding of this study agrees with Adedeji (2009) who showed that motivation has a significant relationship on students' academic achievement and learning outcomes. This finding also supports Razaviyayn, Padash and Moradi (2012) who revealed that there is a significant relationship among self-esteem, self-efficacy and motivation as measures in predicting women's quality of life in Isfahan of Iran. The agreement among the studies is an indication that intrinsic motivation and self-esteem are important psychological constructs in adolescents' academic behavior. In line with this, Arshad, Zaidi, and Khalid (2015), found that self-esteem was a significant construct in academic performance of students. It appears imperative for students who have innate urge and will power as well as positive self-esteem to regulate and coordinate those constructs very well for better achievement. The low positive relationship could be attributed to many factors among these are teachers' knowledge-base, experience, and students' background. This is because a student may be intrinsically motivated to learn but experience with the teacher and family background could be hindrance to that effect.

The findings also indicated that there is a low positive relationship between extrinsic motivational pattern and self-esteem of in-school adolescents. It was further revealed that extrinsic motivational pattern is significantly related to self-esteem of in-school adolescent students. This is in line with Abdullah (2000) who found that motivation could be associated with high self-esteem, and contribute positively and efficiently to national development. In the same vein, the finding of this study agreed with Chimfwembe (2010) who showed that there was a significant relationship among school pupils' self-esteem, motivation and school adjustment. This result also confirmed Birgani, Sahaghi, and Moridi (2016) who showed that motivation and academic self-efficacy beliefs as well as academic performance had a positive and significant relationship. Similar to the finding of this study, Awan, Moureen and Naz (2011) showed that motivation, self-concept and academic achievement are significantly related. It is quite interesting as this result is an evidence for teachers to look inward to understand students' motivational pattern whenever they are planning their lessons. Considering the fact that teachers' rules and regulations as well as teaching method constitute parts of extrinsic motivational factors.

The implication of these findings is that if the school rules and regulation are so rigid and autocratic, the students may not feel motivated which may affect their self-esteem. This could be the reasons why the finding of present study showed low positive relationship. Probably, school-related factors and other environmental variables in this area of study appear cruel to the students. This demonstrates that greater benefit when the students' motivation is reinforced by educational settings that support their self-esteem.

Conclusion and Recommendations

In conclusion, the research findings indicated that the independent variable, academic motivational pattern, has statistically significant positive relationship with the dependent variables like self-esteem, task persistence and academic achievement of in-school adolescents in the South-East of Nigeria. The following recommendations were made based on the findings of this study and consequent education implications.

1. Government should invest more in teachers' professional development which will include the need for motivation in teaching and learning process to enhance students' motivation.
2. Professional bodies like Educational Psychologists, Educational Psychologists Council of Nigeria and Counselling Association of Nigeria should hold national conferences with particular emphasis on teachers' use of Motivation.

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