RELATIONSHIP AMONG SELF-ESTEEM, GOAL ORIENTATION AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS, KADUNA STATE, NIGERIA.

BY

Jamila ISAH

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING

AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

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DECLARATION

I declare that the work in this dissertationtitled Relationship among self-esteem, goal orientation and academic achievement of secondary school students in Zaria metropolis, Kaduna state. Has been carried out by me in the department of educational psychology and counselling. The information derived from the literature has been duly acknowledged in the test and a list of references provided. To the best of my knowledge this thesis was not previously presented for the award of a degree or diploma at this or any other institution.

JamilaISAH _____ _____

Signature Date

CERTIFICATION

This dissertation entitled RELATIONSHIP AMONG SELF-ESTEEM, GOAL ORIENTATION AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS by Jamila ISAH meets the regulations governing the award of the degree of master of education psychology (M.Ed. Education Psychology) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Dr. Aisha .I. Muhammad	_____	_____
Chairman, supervisory committee	Signature	Date
Dr. YunusaUmaru	_____	_____
Member**,** supervisory committee	Signature	Date
Dr. Aisha .I. Muhammad	_____	_____
Head of department (HOD)	Signature	Date
Prof. KabiruBala	_____	_____
Dean, Post graduate School	Signature	Date

DEDICATION

This dissertation is dedicated to my parents Alh. IsahMusah and Hajia Halima Isah and mybrothers HarunaIsah, MustaphaIsah, KabiruIsah.

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ABSTRACT

This study examined the relationship among self-esteem, goal orientation and academic achievement of secondary school students in Zaria Metropolis, Kaduna State. A correlational research design was used in carrying out this study. The sample size for the study consists of 367 students drawn from eight randomly selected schools through cluster sampling techniques. Two standard, valid and reliable instruments which were related to the variables of the study (self-esteem and goal orientation questionnaire) comprising of 10 items and 16 items respectively were used to collect data for the study. SS11 qualifying examination result was used as measure of academic achievement.Five Null hypotheses formulated were tested at 0.05 Alpha level of significance, the data collected were subjected to statistical analysis using Pearson Product Moment Correlation (PPMC).The findings of the study revealed that significant relationship existed between the academic achievement and the level of self-esteem of students in secondary schools ($r = 0.880$ $p=0.001$), significant relationship existed between the academic achievement and the level of Goal Orientation of students in secondary schools. ($r=0.766$, $p=0.002$), significant relationship existed between the Goal Orientation and Self Esteem of students in secondary schools ($r=0.773$, $p=0.003$).It was recommended that, care should be taken of learners with low self-esteem who tend to underrate their potentials and abilities in academic achievement by bringing them into a suitable teaching environment by minimal steps in learning so that success at every step can carry them forward, this will greatly improve their self-esteem and enhance academic achievement.

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OPERATIONAL DEFINITION OF TERMS

Self-esteem: Students overall sense of personal worthiness or feelings of personal value and abilities.

Goal orientation: Set of beliefs that reflect the reasons why students approach and engage in academic tasks.

Academic achievement: This refers to outcome on academic tasks, this is measured by SSII qualifying examination result of English language and mathematics set by Education Resource Center (ERC) Kaduna state.

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Some students seem to work harder in their studies than others; For instance, we may ask ourselves, why do some of these students do the required readings while others never open their books? Why do some students use superficial learning strategies, such as rote memorization, while others use more sophisticated strategies, such as elaboration? Why do some students ask for help while others do not? The answers to these questions have a great deal to do with students' self-esteem and goal orientation and have consequences for their current and future academic achievement.

The term "self" is generally used in reference to conscious reflection of one's own being or identity. Self-esteem is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships, and future outcomes. Self-esteem is the emotional response that people experience as they contemplate and evaluate different things about themselves. It is how you see yourself and how you feel about the things you can do. Self-esteem as one of the influential factors which affect student's academic achievement has received increasing attention. Miraei (2005) found out in his studythat students with high self-esteem participate enthusiastically in the learning process. Such students are more confident, active and motivated towards learning. In the same light argue that Students with low self-

esteem do not participate actively in the teaching and learning process. They remain silent, passive, and have a withdrawal attitude toward learning activities this attitude has a great effect on their academic achievement. Social psychologists refer to self-esteem as self-evaluation weather favorable or not as individuals self-esteem is important in psychology because one's judgment of oneself affect the way he relates with others. Self-esteem can be referred to as a person's global judgment of competence regarding one's self-worth (Harter cited in Aryan, 2010).Experience in a person's life are major source of self-esteem development, the positive or negative life experience one has, creates attitudes towards the self which can be favorable and develop feelings of self-worth or can be unfavorable and develop negative feelings of self-worth. In the early years of a child's life, parents are the most significant influence on self-esteem and main source of positive and negative of experience a child will have. The emphasis of unconditional love in parenting represents the importance of a child developing a stable sense of being cared for and respected,these feelings translate into later effects of self-esteem as the child grows older.

During the school years, academic achievement is a significant contribution to Self-esteem development. A student consistently achieving success or consistently failing strongly affect their individual self-esteem (Olsen, Brecker &Wiggin, 2006).Social experience also contribute to self-esteem development, as children go through school they began to understand and recognize different between themselves

and their classmates in different activities, These comparison play an important role in shaping the child's self-esteem and influence the positive or negative feelings they have about themselves. As children go through adolescence peer influence become much more important as adolescence make appraisals of themselves based on their relationship with close friends. This construct emerge when children compare their self-evaluation with the actual performance on a variety of tasks. Moreover, this comparison between the perceived self and ideal self is very crucial especially during adolescence because adolescence with developing and challenges of their own age. Hence, development of self-esteem is consider as one of the most important developmental processes of adolescence (Sirrin& Roger Sirriu, 2004).Self-esteem is a positive or negative orientation towards oneself; an overall evaluation toward oneself; an overall evaluation of one's value. People are motivated to have high self-esteem, and having it indicate positive self-regarded, not egotism. Self-esteem is only one component of the self-concept, which Rosenberg cited in Santrock (2009), defined as totality of the individual's thoughts and feelings with reference to himself as an objective. Self-esteem also have link with goal orientation of students. high self-esteem help students to view themselves as active and capable persons to promote changes through effort and set higher goals which cause learning new things. Researchers have demonstrated that the best way to improve students' academic achievement is to increase their self-esteem (Rubie, Townsend & Moore, 2004).

The primary focus on goal orientation is on how students think about themselves, their task and their performance. Dweck and Leggett (1988), classification of two types of goal (learning/mastery goals and performance goals). Students with mastery/learning goals orientation try to acquire knowledge to learn and increase their competence for self-development,these students believe that effort is the cause of success or failure. They indicate a greater preference for challenges, use especially deep strategy processing, report more positive and less negative effect, take responsibility for success, show positive behavior towards learning, have high academic achievement level and high self-esteem. Learning goal orientation is the desire to develop the self by acquiring new skills mastery new situation and improving one's competence. Students with learning goal orientations seek feedback on past performance to evaluate performance. These individuals focus on improving skills and acquiring knowledge and are less concerned with making mistakes. Adoption of mastery goal leads to greater intrinsic motivation, students often instruct themselves to pay attention, to think carefully, and to remember strategies that have worked for them in previous situation. They frequently report feeling, challenged and excited by difficult tasks, rather than been threatened by them (Anderman and Wotter cited in Santrock, 2009).

In contrast, students with performance/Ego goals are more concerned with demonstrating their abilities relative to other students. Here, efforts are perceive

negatively. Students with performance see intelligence as fixed, avoid negative evaluation, are less likely to be intrinsically motivated and considered errors as indicative of lack of ability. Students that ego oriented focused on winning, rather than on achievement outcome; and believe that success results from winning. Students can be both mastery and performance oriented, and researchers have found that mastery goal combined with performance goal often benefit students success Schunk, Pintrich&Meece (as cited in Barzegar, 2012). With the assumption that self-esteem and goal orientation can be hidden factors which can reduce the present rate of examination failures in senior secondary schools that moved the investigator to research into the relationship among self-esteem, goal orientation and academic achievement of senior secondary schools students in Zaria metropolis.

1.2 Statement of the problem

All secondary schools students enter into school with the ambition of coming out with a flying colors, unfortunately, they encounter a lot of problems. Among these problems is the determination of self-worth, competence and academic goals. In every situation, the students continue to get ambiguous and on many occasions contradictory messages about his worth and the capabilities he has. For example, in schools, the grading system indicates to the student his worth in any academic subject; also in a social setting, the peers and others evaluate them and describe them in terms

of their competencies. All these personal judgments about the self may have a very strong negative impact on academic achievement.

Most public schools students spend time, energy and money in studying without fruitful result, they end up being frustrated as their goal is not realized. Perhaps, the fear of failure has led most students to the alarming rate of examination malpractices. For example, The West African Examination Council released the May/June West African senior secondary school certificate Examination (WASSCE) (2014), in which approximately 70% failure was recorded.145,975 out of 1,750,976 candidates result are being withheld on the ground of examination malpractice. The percentages of failure recorded in the past four years range from 75.06% in 2010, 44.66% in 2011, 61.19% in 2012, and 35.74% in 2013, up to a whopping 70% in 2014.

In Kaduna state, 100,362 candidates sat for the examination, 58,149 were males and 42,213 were females. Students who score five credit and above including English and mathematic were 20,484 males and 16,030 females with total of 36,514, which is 36.38%.from this situation, one wonder's why despite all the effort by the state government on education in the public schools, the students still do not to a large extent realize their objectives. And one is force to believe that there are many variables leading to the student's failure to achieved their goals of coming up with good result. There is general belief that, once there is determination, the individual

can strive to a certain extent to reach the specific goal he has set for himself. However, that which tampers with the effort to reach achievement goals is a combination of many factors among these factors, the researcher feels it is necessary to examine the relationship among self-esteem, goal orientation and academic achievement ofsecondary schools students in Zaria metropolis, Kaduna State, Nigeria.

1.3 Objectives of the study

The following were the objectives of the study

1. To examine the relationship between self-esteem and academic achievement of secondary school students.
2. To examine the relationship betweengoal orientation and academic achievement of secondary school students.
3. To examine the relationship between self-esteem and goal orientation on academic achievement ofsecondary school students.
4. To examine if the goal orientationand academic achievement relationship is invariant across Male and female secondary school students.
5. To examine if the self-esteem and academic achievement relationship is invariant across Male and female secondary school students.

1.4 Research questions

These research questions were raised by the researcher which guides the study.

1. What is the relationship between self-esteem and academic achievement of secondary school students?
2. What is the relationship between goal orientation and academic achievement of secondary school students?
3. What is the relationship between self-esteem and goal orientation on academic achievement ofsecondary school students?
4. Is the goal orientation and academic achievementrelationship invariant across male and female secondary school students?
5. Is the goal orientation and academic achievement relationship invariant across male and female secondary school students?

1.5 Hypotheses

The following hypotheses guides the study

1. There is no significant relationship between self-esteem and academic achievement of secondary school students.
2. There is no significant relationship between goal orientation and academic achievement of secondary school students.
3. There is no significant relationship between self-esteem and goal orientation on academic achievement ofsecondary school students.
4. The goal orientation and academic achievement relationship is significantly invariant across male and female secondary school students.
5. The self-esteem and academic achievement relationship is significantly invariant across male and female secondary school students.

1.6 Basic assumptions

1. Relationship may exist in self-esteem of students on academic achievement ofsecondary school students.
2. Relationship may exist in Goal Orientation of students on academic achievement ofsecondary school students.
3. Relationship may exist between self-esteem and goal orientation on academic achievement of secondary schools students.
4. Relationship may also variant across male and female goal orientation on academic achievement of secondary school students.
5. Relationship may also variant across male and female self-esteem on academic achievement of secondary school students.

1.7 Significance of the study

It is hope that the findings of this study will be significant to educators, teachers, parents and students. This study will raise awareness of the important of feedback. Having a particular goal orientation (learning or performance) to base feedback on as opposed to the person oriented praise will be more effective. In other word, avoid using statements like: I am proud of you; instead focus the praise on the task or process. Praise the student's specific effort and strategy. When using this type of feedback, you've addressed both self-esteem and the child's motivation for academic goal.

To help the educators to be aware when designing a curriculum, emphasis should be made on knowledge centered environment in order to promote learning goals and encourage understanding.

To help the teacher to know giving opportunities to learners to express their feeling about themselves is very important in teaching and learning. For example teachers should give learners the opportunity to state things they can do well and the things they like about themselves, this will help the teacher to know those with low self-esteem. It will raise awareness about the need for parents and teachers to take into account the view of the learners.

This study will encourage students to understand that everyone make mistakes but it's how those mistakes are handled that make the difference; turn mistake inside out and focus on what was or will be learned from the mistake, Students need to see those mistakes as learning opportunities and meaningful learning can often to be result of a mistake made.

This study will encourage principle to teacher, teacher to teacher, teacher to student, and student to student interaction through extracurricular activities and also respect for the learners opinion and guide them appropriately. This study hopes to provide the best method parents can use to advice their children toward improving their academics standard. This study hopes to encourage students to have positive

beliefs about their abilities and take pride in their effort and minimize social comparison.

1.8 Scope and delimitation of the study

This study was conducted in Zaria metropolis which comprises of public senior secondary schools in Samaru,Kwangila,Sabogari and Zaria City. The study focus on eight senior secondary schools with male and female,this was done for the reason of its proximity to the researcher and dearth of funds and time to cover all the secondary schools in Zaria metropolis. Moreover, the study was delimited to SSII students because it enabled the researcher collect data and information of both male and female student's achievement in the two core subjects in their unified examination result which was a standardized examination and be sure they will be available in the school during the research period, This pave ways for effective's generalization of the study.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of literature based on the following sub- headings.

2.1 Introduction

2.2 Conceptual Framework

2.2.1 The concept of self-esteem

2.2.1.1 Characteristics of high and low self-esteem

2.2.2 The concept of goal orientation

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2.2.4 The Concept of academic achievement.

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2.3 Theoretical framework

2.3.1 Theories of self-esteem

2.3.2 Abraham Maslow's theory of needs

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2.3.5 Academic Achievement theories

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2.4 Review of studies

2.5 Summary

2.2.1 The concept of self-esteem

In psychology self-esteem reflects a person's overall emotional evaluation of his or her own worth. It is judgment of one self as well as an attitude toward the self, Self-esteem refers to an individual's overall view of himself or herself, self-esteem also refers to as self-worth, or self-image. For example, a child with high self- esteem might perceive that he or she is not just a person but a good person (Santrock, 2009). Self-esteem is a disposition that a person has which represents their judgment of their own worthiness (Olsen, Breckler& Wiggins, 2008). Smith and Mackie (2007), defined it by saying self-concept is what we think about the self; self-esteem, is the positive or negative evaluation of the self, as in how we feel about it. Self-esteem is also known as the evaluative dimension of the self that include feelings of worthiness, pride and discouragement, one's self-esteem is closely associated with self-consciousness (Schacter, Gilbert & Wegner,2009). Self-esteem can be defined as how favorably someone evaluates himself or herself (Baumeister, 2009).According to

Leary (2009), self-esteem is the relationship between one's real ideal self, feeling off of favorable behaviors. Self-esteem motivate people to achieve their goals because self-esteem is subjective to the adequacy with which one acts, with high self-esteem leading to further coping with certain circumstances and low self-esteem leading avoidances (Leary,1999).

The construct self-esteem or self-concept dated back to William James in the late 19TH century. In his book principle of psychology 1890, he postulated that self-esteem was equivalent to success of a person divided by his or her pretensions. One's self-esteem would be academic success divided by how well one thinks he/she ought to be doing. To increase the sum total of one's self-esteem, one's needs to boost successes or diminish expectations for achievement (Wickline,2003).Self-esteem encompasses beliefs such as I am competent, emotion such as triumph, despair, pride and shame. It can also apply to a particular dimension such as 'I believe I am a good writer and I feel proud of myself or I believe I am a good person and proud of that (Okoko, 2012). In 1960s, sociologist Morris Rosenberg defined Self-esteem as a feeling of self-worth.Self-esteem is commonly defined as the belief that a person is accepted, connected, unique, powerful, and capable. Self-esteem issues take on a particular significance for students with learning or attention problems because self-assessment of this concept requires the ability to evaluate and compare. These are two skills that are extraordinarily challenging for students with special needs. Therefore,

these children are often unable to accurately measure or assess their own self-esteem (Lavoie, 2002).Self-esteem construct has been accepted by many today as a major factor in learning out comes, research has constantly shown a positive correlation between how people value themselves and the level of their academic attainments. Those who feel confident, generally achieve more, while those who lack confidence in themselves achieve less. Most students are likely to have low self-esteem as a result of feeling inadequate over not being able to read write or spell like most others, they may in addition have low self-esteem as a result of other experiences, probably beginning in childhood (Lawrence, 2000).

Similarly Lavoie (2002), discovered that a dynamic relationship exists between self-esteem and skill development. It is a relationship wherein one side of the equation increases at a parallel rate to the other side. As a child improves in self-esteem, his academic competence increases. And as that competence increases, his self-esteem improves. The caring and concerned caregiver must come to realize that positive self-esteem is both a prerequisiteand a consequenceof academic success.

2.2.1.1 Characteristics of high and low self-esteem

Rosenberg cited in Reasoner (2001), Rosenberg's conceptualization of self-esteem is heavily slanted toward the positive. He saw the high self-esteem person as likely to seek personal growth, development and improvement by pushing themselves to the limits to exercise their capabilities. He characterized the individual with high self-

esteem as not having feelings of superiority, in the sense of arrogance, conceit, contempt for others, overwhelming pride. Rather he saw it as having self-respect, considering oneself a person of work, appreciating one's own merits, yet recognizing personal faults. The person with high self-esteem doesn't consider himself better than others, but neither does he consider himself inferior to others.

Rosenberg found that a deficient sense of the self has a profound impact on psychological functioning and mental health as well as on interpersonal behavior. He found that low self-esteem people are more likely to feel awkward, shy, conspicuous, and unable to express themselves with confidence. The low self-esteem person is always worried about making a mistake, being embarrassed or exposing themselves to ridicule. For low self-esteem people the self is a tender and delicate object, sensitive to the slightest touch. They have a strong incentive to avoid people or circumstances that reflect negatively on their feelings of self-worth. They are hypersensitive and hyperalert to signs of rejection, inadequacy or rebuff. They tend to adopt a characteristic strategy for dealing with life that is protective and defensive. They are more depressed and unhappy; they have greater levels of anxiety; they show greater impulse to aggression, irritability, and resentment, and suffer from a lack of satisfaction with life in general. They have greater vulnerability to criticism, less self-concept stability, less faith in humanity and greater social anxiety. Virtually every feature of the low self-esteem personality undercuts spontaneity and creativity.

They tend to look for evidence that they are inadequate whereas high self-esteem people are motivated to discover evidence confirming their strengths. For low self-esteem individuals accepting positive feedback is a more subtle kind of risk than accepting negative feedback. Where successful performers attribute their successful outcomes to internal characteristics, low self-esteem individuals contribute success to external influences. Thus, their general approach to life is avoiding risk and embarrassment, As a result, they are never able to discover what they can do or be.

2.2.2 The concept of goal orientation

Goal orientation is a disposition toward developing or demonstrating ability in achievement situations. Goal orientation refers to whether individuals primarily strive to enhance their knowledge, skills and competence referred to as a learning orientation, or generally attempt to demonstrate their abilities and expertise referred to as a performance orientation. Generally, individuals who exhibit a learning orientation focusing on advancing their competence, not fulfilling objective standards, enjoy several benefits, such as resilience to increases in workload (Yperenand Janssen, 2002, Janssen andYperen, 2004, Porter, 2005). The conceptualization of goal orientation were proposed in the 1970s by the educational psychologist J .A Eison, argued that students who approached college as an opportunity to acquire new skills and knowledge possessed a learning orientation while students who approached

college with the goal to exclusively obtain high grades possessed a grade orientation (Degeest& Brown 2011).

Academic goal orientation is based on contemporary goal-as-motives where it is posited that "all actions are given meaning, direction, and purpose by the goals that individuals seek out, and that the quality and intensity of behavior will change as these goals change (Covington, 2000). Achievement goals is particularly important in education as it is believed that by differentially reinforcing some goals (and not others), teachers can influence (change) the reasons why students learn—that is, change their motivation (Covington, 2000). Dweck (as cited in Pintrich, 2000) postulated that children with learning goals were believed to approach situations with the goals of mastering the acquisition of new skills, while children with performance goals were believed to approach situations with the goal of gaining approval from peers and teachers.McGrew (2008), a person's set of beliefs that reflect the reasons why they approach and engage in academic and learning tasks. A performance goal orientationis exemplified by a concern for personal ability, a normative social comparison with others, preoccupation with the perception of others, a desire for public recognition for performance, and a need to avoid looking incompetent. Alearning goal orientation reflects a focus on task completion and understanding, learning, mastery, solving problems, and developing newskills. Ames (1992) refers to goal orientation asperformance and mastery goals, aperformance goal orientation is

characterized by self-questions such as “Will I look smart?” and/or “Can I out-perform others?” which reflect a concern for personal ability, a need to avoid looking incompetent, and “outperforming others as a means to aggrandize one’s ability status at the expense of peers” In contrast, a student with a learning goal orientation would more likely ask the questions “How can I do this task?” and “What will I learn?” The learning goal orientation reflects a focus on task completion and understanding, learning, mastery, solving problems, developing new skills, and an appreciation for what one learns (Covington, 2000; EcclesandWigfield, 2002; Linnenbrinkand Pintrich, 2002b; SkaalvikandSkaalvik, 2002).Vandewalle (1997), defined learning goal orientation as the desire to develop the self by acquiring new skills, mastering new situations and improving one’s competence. Students with learning goals seek feedback on past performance to evaluate current performance. Performance goals is the desire.

2.2.3 Self-esteem and goal orientation

Individuals who are high in self-esteem set more difficult goals, exert more effort to achieve those goals and seek to learn from processes of pursuing those goals (Degeest& Brown, 2011).Payne, Younhcourt&Beaubien (2007), self-esteem was identified as a proximal outcome of goal orientation.Similarly,Vandewalle,Cron& Slocum (2001), found that learning goal orientation was positively related to self-esteem, effort and goal setting level. Self-esteem functions as a primary motivational

mechanism by which goal orientation influences subsequent learning processes, students with higher level of self-esteem will exert more effort toward and learn more tasks assignments.Dweck and Legget(as cited in Dweek2006), individual with a learning goal orientation would reflect a high level of self-esteem, while those with performance goal orientation would reflect a low self-esteem. Button, Mathieu &Zajak (1996) report a positive relationship between self-esteem and goal orientation.Self-esteem is clearly implicated in the achievement process and variations in self-esteem are closely related to different reasons for learning. Some students are motivated to overcome an impending sense of failure as a person. They struggle to establish and maintain a sense of worth and belonging in a society that values competency and doing well.

They combine a sense of obligation to achieve, often stemming from family expectations. They see grades as the surest way to achieve that sense of worth and competency. For failure-avoiding students worth is measured in terms of successfully demonstrating one's superiority over others by reason of ones' talents or abilities.Failure-avoiding students enter the appraisal stage reluctantly, usually out of obligation and not interest. This impairs their quality of study so they are not apt to do well. This results in a host of defensive thoughts which act to disrupt study even further. They then indulge in blame projection, wishful thinking or minimizing the importance of what they are studying. Finally, all this causes poor study habits so they

fail more. The fear of being judged as unworthy causes some to study harder while others study little to avoid trying and failing. Success oriented students, on the other hand, strive for the sake of intellectual development and to produce something worthwhile. For these students the yardstick of success is more internal and is counted in terms of becoming the best one can be, irrespective of the accomplishments of others (Reasoner, 2001).

2.2.4The Concept of academic achievement.

Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. Therefore, it is more pressing for the students to have high academic achievement. the term achievement refers to the degree or the level of success attainted in some specific school tasks especially scholastic performances, in this sense academic achievement means the attained ability to perform academic tasks, which can be general or specific to a given subjects or matter (Joshi andSrivastava, 2009).Academic achievement is the extent to which a students has achieved his or her educational objectives. Academic achievement refers to what the students have learned or what skills the students has learned and is usually measured through assessments like standardized tests, performance and portfolio assessments (Santrock, 2006).Academic achievement also refers to the outcome of education; the extent to which a students, teacher, institution has achieved their educational goals (Ward, Stoker & Murray, 1996).Thelma (1998), in her research on variable that

associated with academic achievement of African-American has identified non-cognitive as one of the main contributor. African-American with high scores on measures of educational aspirations, valves, emotional intelligence, self-concept, self-esteem,personality traits etc. favorableopinions of their study habitant relationship with others, and low scores on alienation and reliance on family and institutions to solve social and academic problems had higher grade-point average than those with contrasting scores on thesevariables.Academic achievement also refers to as self-perception and self-evaluationof one's objective academic success. Academicachievement generally indicates the learning outcomes of pupils/students achievement of those learning outcomes requires a series of planned and organized experiences. Good(as cited in Joshi and Srivastava2009), define academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both consequently.

2.2.5. Self-esteem and academic achievement

It is generally believed that there are many benefits to having a positive view of the self. Those who have high Self-esteem are presumed to be psychologically happy and healthy, where as those with low self-esteem are believed to be psychologically distressed and perhaps even depressed. Lavoie (2002), discovered that students with low self-esteemwill consistently communicate self-derogatory statements, exhibit learned helplessness, not volunteer, Practice perfectionism, be

overly dependent, demonstrate an excessive need for acceptance: a great desire to please authority figures, have difficulty making decisions, exhibit low frustration tolerance and become easily defensive

Self-esteem has been associated with academic performance. Several research has reached the conclusion that self-esteem and academic performance are positively correlated (Bankston and Zhou, 2002; Lockett and Harrell, 2003). Similarly, Wylie (1979), found a positive correlation between self-esteem and academic performance as students with greater self-esteem had higher grade point average. Another study conducted by Carr, (1991), found self-esteem to be a significant predictor of reading awareness as pupils with higher self-esteem were more able to read and write compare to those with lower self-esteem. This belief suggests that positive self-esteem is vital to a child's level of achievement. However, the examination of research studies investigating the relationship between self-esteem and academic success indicates that it is a parallel one in which one side increases at a similar rate as the other (Dickinson 2015). Several recent studies have attempted to investigate the direct relationship between self-esteem and academic achievement. According to the studies of Pullmans andAllik(2008) low general self-esteem does not necessarily signal a poor academic achievement. Their result shows that low (not high) general self-esteem is a significant predictor of superior school performance. However, research finding from Marsh and O'Mara, (2008) suggested that prior self-esteem has small

positive effect on subsequent educational attainment. Therefore a rise or fall in academic success will likely cause an equal rise or fall in self-esteem.

2.2.6 Goal orientation and academic achievement

Academic goal orientation refers to students behavioral tendencies in achievement oriented tasks. Therefore, it seems intuitive that goal orientation would be associated with various academic outcomes. Payne, Youngcourt&Beaubien (2007) learning goal orientation is positively associated with self-regulating behaviors such as planning and goal setting, which in turn are associated with academic achievement. Thus, students with high levels of learning goal orientation are more likely to perform well in academic tasks than students with high levels of performance goal orientation.

Research has shown that students' motivation can predict both the quality of the engagement in academic learning as well as the degree to which they seek out challenging situations (Fadlalmula,2010). If all students are to move through the increasing challenges and academic rigor of school, their motivation to learn must be identified and nurtured (Monoi, Harper & Murphy,2007).Research shows that adoption of both goal orientations leads to greater academic achievement; students with learning goal focus on improving skills and acquiring knowledge, and are less concerned with making mistakes. While students with a performance goal orientation seek to demonstrate and validate the adequacy of their competence in order to receive favorable judgments and avoid negative judgments (Elliot & Church 1997).

2.3 Theoretical framework

2.3.1 Theories of self-esteem

There are many theories aboutself-esteem; these include Maslow's theory of needs,CarlRogres theory of personal development, Bednar and Peterson's theory of self-esteem among others. However, this study used Maslow's hierarchy of needs to investigate the relationship between self-esteem and academic achievement.

2.3.2 Abraham Maslow's theory of needs

According to Maslow (as cited in Kenrick2010), people are motivated to seek personal goals that make their lives rewarding and meaningful. The law contends that human beings have wants and rarely reach a state of complete satisfaction. He attested that all human beings have needs that are innate and are systematically arranged in hierarchy of priority. Satisfaction of one need create another need that commands the person's attention and effort. The basic assumption in Maslow's theory is that the lower order pre-potent needs must be relatively satisfied before the person can become aware of or motivated by higher order needs. Physiological needs should be satisfied first followed by safety needs and security, and belonging needs, Self-esteem needs and lastly self-actualization needs.

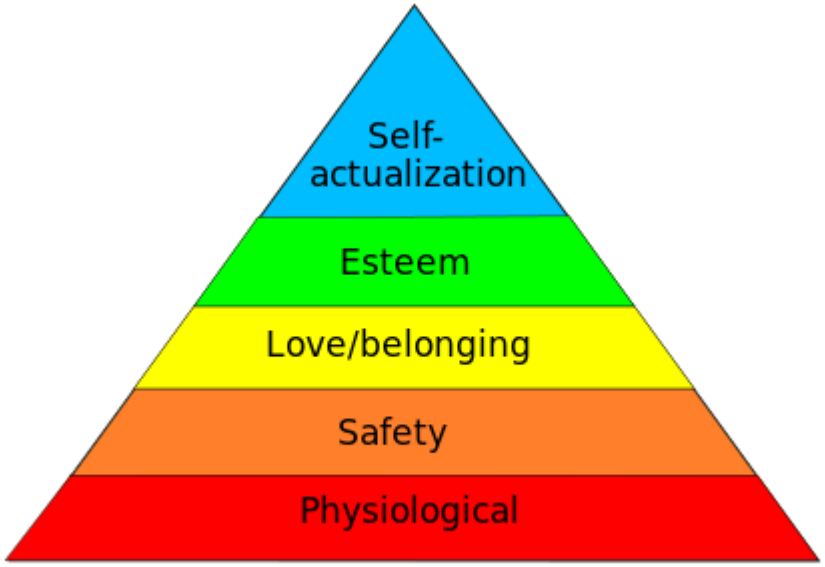

Fig.2.1: Maslow's hierarchy of needs, (1954)

Maslow's hierarchy of needs is often portrayed in the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-actualization at the top.

Physiological needs: Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important; they should be met first.Air, water, and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection from the elements.

Safety needs*:* With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. In the absence of physical safety – due

to war, natural disaster, family violence, childhood abuse, etc. Safety and Security needs include: Personal security, financial security, Health and well-being, Safety net against accidents/illness and their adverse impacts

Love and belonging: After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. Deficiencies within this level of Maslow's hierarchy due to neglect, shunning, ostracism, etc. can impact the individual's ability to form and maintain emotionally significant relationships in general, such as: Friendship, Intimacy, Family

Self-Esteem: All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy.

To Maslow, satisfaction of self-esteem needs generate feelings and attitudes of self-confidence, self-worth, capacity and the feeling of being useful and necessary in the world. Frustration of these needs lead to feelings and attitudes of inferiority, ineptness, weakness, passivity and dependency. These negative self-perception give rise to basic discouragements, a sense of futility and hopeless in dealing with life’s

demands and low evaluation of self and others. People with low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can hinder the person from obtaining a higher level of self-esteem or self-respect. Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a lower version and a higher version. The lower version of esteem is the need for respect from others. This may include a need for status, recognition, fame, prestige, and attention. The higher version manifests itself as the need for self-respect. For example, the person may have a need for strength, competence, mastery, self-confidence, independence, and freedom. This higher version takes precedence over the lower version because it relies on an inner competence established through experience. Deprivation of these needs may lead to an inferiority complex, weakness, and helplessness (Okoko, 2012).

Maslow believed without the fulfillment of the self-esteem need individuals will be driven to seek it and unable to grow and obtain self-actualization. This condition is most likely able to lead to poor achievement due to lack of drive as leaners tend to fear their abilities.

2.3.3Achievement goal theory

Goal orientation theory also refers to as achievement goal theory explained the reason which one engage in an achievement task.McClellandexplained the reason why individual engage in an achievement tasks**.**

2.3.4 David McClelland's theory

McClelland (as cited in Hoy and Miskel 2008) identified the basic needs that human beings have in order of their important; a need for achievement, a need for affiliation, a need for power. People have different characteristics depending on their dominant motivator. According to McClelland these needs are learned. He believed that, regardless of our gender, age and culture; we all have these three motivating drives, and one of these will be our dominant motivating drive. Need for achievement (N-Ach) refers to an individual's desire for significant, accomplishment, mastery of skills control, or high standards; and associated with a range of actions. These include, intense, prolonged and repeated efforts to accomplish something. To work with singleness of purpose towards a high and distant goal, to have the determination to win, this need is influenced by internal drive for action (intrinsic motivation), and pressure exerted by the expectations of others (extrinsic motivation).need for achievement motivates an individual to success in competition, and to excel in activities important to him or her. Payne, Youngcourt&Beaubien (2007) the authors found that need for achievement was positively correlated with goal orientation,

another interesting finding by these authors was that need for achievement correlated more strongly with learning goal orientation than performance goal orientation, conscientiousness. From this theory, when students have achievement motivation it also lead to greater academic achievement.

McClelland, Atkinson, Clark & Lowell (as cited in Elliot and Thrash 2001)believed that, need for achievement is related to difficulty of tasks people choose to undertake, those with low need for achievement may choose very easy tasks, in order to minimize risk of failure or highly difficult tasks, such that a failure would not be embarrassing. Those with high need for achievement tend to choose moderately challenging, but within reach; People with high need for achievement are characterized by a tendency to seek challenges and a high degree of independence. Their most satisfying reward is the recognition of their achievements, they have strong need to set and accomplish challenging goals, they take calculated risks to accomplish their goals; like to receive regular feedback on their progress and achievements and often like to work alone. Achievement motivated people constantly seek improvements and ways of doings better. Achievement is more important than material or financial reward, achieving the aim or task gives greater personal satisfaction than receiving praises; this is similar to students having learning goal orientation.

According to McClelland as cited in Hoy and Miskel (2008), those with a high need for affiliation (N-AFF) need to create close personal relationship with others, need to feel accepted by other people and avoid conflict. They tend to conform to the norms of their work group. The N-aff individuals are characterized by wanting to belong to the group. Want to be liked, and will often go along with whatever the rest of the group want to do. Favors collaboration over competition. Don't like high-risk or uncertainty. Similar to performance goal orientation which is characterized by desire for public recognition for performance and to avoid looking incompetent by others. McClelland believed that, need for power (N-POW) is a drive to control, be responsible and have authority over others and to influence others. A people need for power can be one of two types-personal and institutional. Those who need personal power want to direct others, person who need institutional power or social power want to organize the efforts of others to further the goals of the organization-POW individuals are characterized by; want to control and influence others. Like to win arguments, enjoy competition and winning, enjoy status and recognition

2.3.5 Academic Achievement theories

Academic achievement theories has to do with cognitive theories which refers to people's formulate ideas, opinions and assumption about the growth and development of human intelligence the degree to which the individual is capable of learning complex materials depends to a large extend on the level of his or her

cognitive development.However,this study relate Piaget's cognitive developmental theory to academic achievement.

2.3.6 Piaget cognitive developmental theory.

Piaget(as cited in Barbara and Tambra 2008) stressed that as the child seeks to construct an understanding of the world, the developing brain create schemas. These are actions or mental representation that organizing knowledge; to explain how children use and adapt their schemas. His theory purports the process of coming to know, and the stages we move through as we gradually acquire this ability. Piaget belongs to the constructivism perspective that sees learning as construction (Dahl, 1996). Piaget identified four stages in cognitive development: sensory-motor, pre-operational, concrete, and formal. Children in the sensory-motor stage, also called infancy, are likely to learn by using their five senses, object permanence, and actions that are goal-directed. Infants and children do not think the way adults do. Young children experience egocentrism because they fail to understand how someone else's point of view might be different from their own--or they fail to coordinate their point of view with that other person's. The preoperational stage spans ages two through seven, during this period, children are able to do one-step logic problems, develop language, continue to be egocentric, and complete operations. Children in this stage, however, struggle with centering and conservation. The concrete stage occurs during ages seven through eleven. The formal operational stage begins at approximately age

twelve to and lasts into adulthood. This age correspond with age of senior secondary school students. During this time, students develop the ability to think about abstract concepts. Skills such as logical thought, deductive reasoning and systematic planning also emerge during this stage

Piaget believed that deductive logic becomes important during the formal operational stage, deductive logic requires the ability to use a general principle to determine a specific outcome. This type of thinking involves hypothetical situations and is often required in science and mathematics. While children tend to think very concretely and specifically in earlier stages, the ability to think about abstract concepts emerges during the formal operational stage, instead of relying solely on previous experiences, children begin to consider possible outcomes and consequences of actions. This type of thinking is important in long-term planning. In earlier stages, children used trial-and-error to solve problems. During the formal operational stage, the ability to systematically solve a problem in a logical and methodical way emerges. Children at the formal operational stage of cognitive development are often able to quickly plan an organized approach to solving a problem.

The formal operational thinker has the ability to consider many different solutions to a problem before acting. This greatly increases self-esteem, efficiency, and learning goals which lead to academic achievement, because the individual can avoid potentially unsuccessful attempts at solving a problem. The formal operational

person considers past experiences, present demands, and future consequences in attempting to maximize the success of his or her adaptation to the world (Salkind, 2004). In the formal operational stage, actual (concrete) objects are no longer required and mental operations can be undertaken 'in the head' using abstract terms. For example, children at this stage can answer questions such as: 'if you can imagine something made up of two quantities, and the whole thing remains the same when one quantity is increased, what happens to the second quantity?' This type of reasoning can be done without thinking about actual objects (Brain &Mukherjee, 2005).

Piaget believed individuals must adapt to their environment. He described two processes for adaptation which is an organism's ability to fit in with its environment, assimilation and accommodation (Dimitriadis&Kamberelis, 2006). Assimilation is the process of using or transforming the environment so that it can be placed in preexisting cognitive structures. Accommodation is the process of changing cognitive structures in order to accept something from the environment, it changes the schema so it can increase its efficiency (Campbell, as cited in Barbara &Tambra, 2008)). According to Piaget, the developmental ideal is a balance between assimilation and accommodation, which is also known as equilibrium. Piaget believed when a balance between children's mental schemas, which is a mental image produced in response to a stimulus that becomes a framework or basis for analyzing or responding to other related stimuli and the external world has been reached, children are in a comfortable

state of equilibrium. Thus, students have already mastered what has been taught and have confidence in their abilities to do or perform the assigned task. During this time, students are not in the process of acquiring new information or learning. Disequilibrium occurs when children come across new environmental phenomena; these new environmental phenomena, however, often do not fit exactly into children's mental schemas. Students are drawn towards disequilibrium because of their curiosity. Teachers should use disequilibrium to motivate their students because it allows for changes in students' mental structures. Piaget's theory has some limitations which has not been universally accepted by all. Some researchers believe Piagetunderestimates children's knowledge. Complex skills can be acquired easily once simpler prerequisite skills have been learned (Croker, 2003). Some have noted that the stages in his theory have inconsistencies. He ignored social and cultural groups in his research. Piaget's tasks underestimated the impact of culture by being culturally biased. And, formal operational thinking is not universal.

The use of Piaget's theory enhance academic achievement, by using Piaget's theory in the classroom, teachers and students benefit in several ways. Teachers develop a better understanding of their students' thinking. They can also align their teaching strategies with their students' cognitive level (e.g. motivational set, modeling, andassignments). Their goal is to help the individual construct knowledge. Conservation of constancy, as defined by Garner cited in Barbara &Tambara (2008),

is the ability to understand how some characteristics of a thing can change, while others stay the same. In other words, it is the realization that even though an object can be changed physically, some of the characteristics for that object remain the same. For instance, if you give students modeling clay and tell them to mold it, the shape will change, but the color of the modeling clay will remain the same. Conservation of constancy identifies relationships and makes sense of physical and abstract information. Educators create, implement, and assess the curriculum being taught, assuming throughout the process that students can conserve constancies. If students lack this ability, they will not benefit academically even at their senior level of education because they have limited concrete sensory data and literal interpretations. Thus, they will experience difficulty in thinking abstractly, problem-solving, planning, and discerning relevance (Garner, cited in Barbara &Tambara, 2008)). For example, if the student is studying fractions, he or she may not be able to recognize that one-third and three-ninths are equal. In order for learners todeveloptheir conservation of constancy skills, teachers must provide their students with opportunities to recognize similarities and differences at both the physical and abstract level. Many of us developed our conservation of constancy by doing chores and playing games. Piaget believed conservation is developed in learners who are ages seven and eight. Visualization and reflective awareness are crucial to students'

understanding of conservation of constancy. By encouraging students to notice similarities and differences in objects, they increase their conservation of constancy.

By successfully incorporating Piaget's theory into the classroom, from the elementary level to senior education it can positively impact student achievement. When students have the cognitive foundation to learn how to learn, they can discover what else is out there in our world. When this theory is utilized it will lead to increase in student'sacademicachievement.

2.4 Review of studies

Arshad,Syed &Mahmod (2015), carried out study on Self-Esteem and academic achievement among university students. They found out that there was significant relationship (r-0.87,p<01) between self-esteem and academic achievement and significant difference was found between male and female students on self-esteem and academic achievement, which indicate that female students have scores on academic achievement as compared to male students, and male students have high scores on self-esteem as compared to female students.

Martins, Peixoto, Pereira &Pedro (2002), carried out a study on self-esteem and academic achievement among adolescence. Participants were 838 secondary school students from the seventh to the ninth grades. Data were collected using Herter's self-preconception profile for adolescents. Result shows that, there are significant differences between the self –esteem enjoyed by successful and

unsuccessful students; also found that students with low level of academic achievement attribute less important to school areas and reveal less favorable attitudes towards school.Iniama (2004), carried out study on self-esteem and academic performance of freshmen at the University of the Virgin Islands.The researcher used clustered sampling to acquire the sample from the total population, the sample consist of 48 students. Thestatistical tests used are the chi-square test of independence and the two factor analysis of variance. The result showed that, there is no significant relationship between high school grade point average and self-esteem index score. Also the result shows that, the type of high school attended and gender of participants make no significant impact on college grade point average or on scholastic aptitude test.

Ahamauaara and Houston (2007), conducted study using 856 English secondary school students in grade 7 and grade 10.the study focus on the relationship between sex, self-esteem and academic achievement .the study found that boys report higher level of self-esteem than girls regardless of their school type. Another study examining sex difference in matter of achievement beliefs and value beliefs in 2053 fifth grade students. The result found that boys reported higher level of pride in math's compared to girls which lead to higher self-esteem.in addition, the research showed that girls reported lower domain value in self-esteem than boys (Frenzel&Pekrun, 2007).Similarly,SarAbadaniTafreshi, (2006), in his study on the

relationship between academic achievement, self-esteem and gender with anxiety. The result showed a significant difference in self-esteem between males and females. Hossaini, (2002), research result however achieved a different result in his work tilled: 'Forecasting between self-esteem, Parenting and gender among pre-university of students in Shiraz 'included 240mstudents. The result showed that gender is not a predictor of self-esteem of pre-university of students. Harris (2009), carry out study on the relationship between self-esteem and academic achievement among African-American students. The nature of the study require the use of descriptive comparative correlation research method.260 students were used in carry out the study. The findings revealed that respondents with high achievement were found to have higher levels of self-esteem. The study show that, there is a relationship between self-esteem and academic achievement which means the higher students' self-esteem the higher his or her academic achievement. Similarly Colquhoun and Bourne (2012), in their study to evaluate the influence of self-esteem on academic performance, determine factors that account for changes in self-esteem discovered that Boys had a lower self-esteem than their female counterparts and that self-esteem is the most influential factor that accounts for academic performance.

Naderi, Rohani, aizan, Sharrir&Kumar (2009), examined 153 students on their level of self-esteem, gender and academic achievement. The findings of the study indicate that although self-esteem indicate a strong significant relationship on

academic achievement when gender is controlled (Chi-Square=14.173, sig=.007,p<0.01,there is no relationship between self-esteem and academic achievement (sig=.074, p>0.05).in other words, a significant differences between gender and self-esteem was observed (Sig=.001, p<0.01).In another study by Aryan (2010), investigated the relationship between self-esteem and academic achievement in pre-university students.it aimed to identify whether there are differences in academic achievement between boys and girls. Random sampling was used for data collection.100 students were chosen randomly. The findings demonstrated that there was significate (p>0.01) positive relationship between self-esteem and achievement. Moreover, there was significant differences in academic achievement between boys and girls. However no significant was found in self-esteem between male and females. The result suggested that high self-esteem is an important factor that strengthen the prediction of academic achievement of students.

Rahmani(2011), carried out study on the relationship between self-esteem, achievement goals and academic achievement.200 students were chosen randomly. Result of the study shows that self-esteem goal orientation and academic achievement are correlated (P<.0.05).in addition to; result of the t-test of students shows that are significant differences between male and female students in scores of self-esteem, goal orientation and academic achievement. The result of the study revealed that self-esteem and achievement goals are affecting factors on academic

achievement.Bahrami and Amin (2015), studied the relationship of self-esteem and achievement goals with academic performance using 54 students, random sampling method was used. The results showed that the findings indicated that none of self-esteem and achievement goal orientation. Have statistical correlation with students mean; but all of them have statistical achievement with student's mathematics scores. The result also showed that Appling enhancing strategies for improving students' self-esteem and orientations to achievement will lead to better performance at least in some courses.

Karimi and Sa'adatmand (2014), carried out study 26308 students, cluster and stratified random samplings were used in the study. The result obtained showed that between educational and academic motivation and self-worth with academic achievement, there is significant relationship between these variables and have to be predicting academic achievement.Rosli, Othman & Omar (2012), carried out a cross sectional study to examine the relationship between self-esteem and students' academic achievement 220 second year undergraduates students were selected on systematic random sampling, responded on survey domain. The study found out that students with high self-esteem perform better in their academics. Self-esteem is one of the key factors in affecting students' academic achievement more significant than other contributing factors such as stress and body image.

Adediwura (2007), in the work titled Self-esteem evaluation of Nigerian teenage students found that teenage students' self-esteem level is not significantly independent of age. He also discovered that teenager self-esteem level has a significant in male and female self-esteem perception and that the difference in self-esteem perception between teenagers in mixed schools and teenagers in single sex schools is significant.

Okoko (2012), carried out study on Self-esteem and performance of students in Kenya. He found out that about 58:33% of students who performance well felt proud of their performance and always felt like showing it to others. The finding suggested that age, gender have influence on self-esteem and turn academic achievement of students. Ahmad, Zeb, Ullah& Ali (2013), also reported that positive self-esteem have high academic performance. Hence, it inferred from the result of this study that there is a significantly high relationship between self-esteem and academic achievement of students. According to Heatherton (2001), women tend to have lower body image satisfaction than men. Women are more likely than men to evaluate specific body features negatively, to attempt weight loss, to report anxiety about the evaluation of their physical appearance, and to have cosmetic surgery, this is true because the researcher has also come across such cases of young women worrying so much about their appearance, weight and what have you.

Roebken (2007), in his study uses 2309 students with cluster analysis. The result showed that students pursing both mastery and performance goal are more satisfied with their academic experiences, show higher degree of academic engagement and achieve better than students who pursue a mastery orientation alone or performance orientation alone. The findings support the multiple goal perspective, suggesting that both mastery and performance approach goals may facilitate academic achievement among students. Barzegar (2012), carried out study on the relationship between goal orientation and academic achievement, 264 psychology students co-operated in the study. The result showed positive effects of mastery and performance goal on the use of meta-cognitive and deep cognitive strategies. Therefore, the study suggested that goal orientation is a positive effects on academicachievement.

Kadivari, Kavousian, Arabzareh&Nikdel (2011), examine the relationship between goal orientation and learning strategies with academic stress in university students (150 male and 150 female) which were selected among 4 college by cluster sampling method. Goal orientation questionnaire (Button, Mathieu &Zajac, 1996) and learning strategies questionnaire (Pintrich&Degroot, 1990) and academic stress were used as the research instrument. Finding show that there was a positive meaningful relationship between learning goal orientation with learning strategies (cognitive and met cognitive) and academic stress. Also there was negative meaningful correlation between performance goal orientation and learning strategies (cognitive and Meta

cognitive). These finding also reveals that learning strategies (cognitive and Meta cognitive) have negative meaningful correlation with academic stress. Finally findings displays that academic stress is predictable through linear regression of goal orientation component and learning strategies.

Barkur,Sreejith&Asha (2013), studied goal orientation and students' performance using 244 second year medical students. The result showed that a strong positive correlation was shown between mastery and performance goals. This indicates that academic goal orientation may play a role in the performances of undergraduate medical students.Wel-wen and Yi-lee (2015), examining the relationship between achievement context and students' goal orientations, or the cultural variations in such relationships. The purpose of the present study was, therefore, to explore the relationships among students' goal orientations, their college GPAs, and their average scores in high school form 7. A total of 312 college students in Hong Kong participated in the present study. A survey was administered to collect information on students' beliefs about their goal orientations, their college GPAs, and their average scores in high school form 7. The data were analyzed using structural equation modeling. The results showed that goal orientations have different associations with students' college GPAs and their past performance in high school. Mastery goals is positively associated with students' college GPAs, whereas performance goals were negatively associated. However, performance goals were positively associated with

average scores in high school, whereas mastery goals showed no association with high school performance and female hold mastery goal orientation than their male counterparts.

Mattern (2005), carried out study which compared the achievement pattern of students who held both goals simultaneously to students who held either mastery or performance goal only. Data was collected from 143 students, a portion of whom were to hold high mastery goal (mastery oriented), high performance goal (multiple goal orientation).The finding showed no significant difference between the multiple goal group and single goal groups.Research has shown that multiple goal orientation can promote positive learning outcome for students While mastery goal help promote interest, performance goal work to promote higher levels of performance when mastery goal are coupled with performance goals students not only have desire to increase their competences, but also to demonstrate their abilities and thus perform well in evaluation situation (Barron &Harackiewics, 2001).Pintrich (2002), found that students who reported having both high mastery and high performance goals were not more anxious, did not experience more negative affect, and did not engage in more self-handicapping behavior than the students with predominately higher mastery/low performance goals. Midgely (2002), found that mastery goal is associated with adaptive outcomes, including high persistence in the face of challenge, use of more elaborate study strategies, positive learning attitudes and high self-esteem. Grant and

Dweek (2006), found negative outcome in performance goal including negative affect, withdrawal in the face of challenge and the use of surface rather than deep learning strategies.

Choon (2014), carried out study to identify the goal orientation of adult students in the Malaysian context. The finding of this study shows that mastery goal orientation registered the highest mean among the adult students. Therefore, the adult students were found to have adopted mastery goal orientation in their learning process. The analysis of *t*-test and One-Way ANOVA indicates that there were no significant group differences in the mean scores of mastery goal orientation among gender, age group and years of experience of the respondents. In addition, this study also attempts to offer the higher education institutions to understand the students' learning strategies by knowing their goal orientation. It provides information on how deep learning strategies can be integrated with mastery goal orientation so that they are in line to produce better learning outcomes. It is recommended in this study that deep learning methods such as flexible learning and problem-based learning can be used to encourage students to take greater responsibilities for their learning outcome.

Alokan, Ogunsanmi, Ibitola&Makinde (2014), carried out a study on the influence of self-esteem on the academic performance among secondary students in Nigeria and the discovered there is a significant difference in the academic performance of student with high self-esteem and students with low self-esteem. From

the result it was concluded that student with high self-esteem perform better in school work than student with low self-esteem.WhileVialle, Heaven &Ciarrochi (2005), carried out a longitudinal study in Wollongong on the relationship between self-esteem and academic achievement in high ability students and their research demonstrated that there were no differences in measured self-esteem between the gifted and non-gifted students. Also the research did not find any correlation between self-esteem and academic achievement for the gifted group. McLeod (2012), in his research concluded that both high and low self-esteem can be emotionally and socially harmful for the individual. He said an optimum level of self-esteem lies in the middle of the continuum and that individuals operating within this range are thought to be more socially dominant within relationships.

2.5 Summary

This chapter give the overview of the variables under investigation, the concept of self-esteem, goal orientation as well as academic achievement was explained and the relationships between the variables. Three (3) theories was reviewed; Abraham Maslow theory of needs which included self-esteem in his hierarchy of needs, he believed that without the fulfillment of self-esteem need, individual will be driven to seek it and unable to grow and obtain self-actualization. Secondly, McClelland theory of achievement believed that people with high need for achievement are characterized by tendency to seek challenges and a high degree of

independence which is similar to individuals that hold mastery goal orientation. McClelland believed that those with high need for affiliation need to create close personal relationships with others, need to feel accepted by others, don't like high risk tasks or uncertainty similar with people with performance goal orientation.

Thirdly, Piaget cognitive theory, his theory purports the process of coming to know, and the stages we move through as we gradually acquire this ability. Piaget four stages are sensory-motor, pre-operational, concrete, and the last stage which correspond with the stage of this present study is the formal operational stage; which start from twelve to adulthood. The formal operational thinker or students has the ability to consider many different solutions to a problem before acting. This greatly increases self-esteem, efficiency, and learning goals which lead to academic achievement, because the individual can avoid potentially unsuccessful attempts at solving a problem. The formal operational students considers past experiences, present demands, and future consequences in attempting to maximize the success of his or her adaptation to the world.

Lastly,Works conducted by numerous researchers into the field of self-esteem, goal orientation and academic achievement was reviewed. These various works showed that these variables interrelated to form individuals' actions and reactions towards achieving their academic goals. However,the present study is unique to the earlier conducted studies in some aspects. Firstly, this study shows the relationship

among the three variables; the self-esteem, goal orientation and academic achievement, while others looked that two variables. Secondly, it was conducted among senior secondary school students and most importantly such study has not been carried out in the present area of this study based on the electronic search by the researcher. This is therefore, the identified gap which this study intends to fill in addition to contribute to knowledge.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

Thefocus of this chapter is on the research design, population of the study, sample and sampling techniques, instrumentation, procedures for data collection and data analysis which were all discussed.

3.2 Research Design

The research design used in this study wascorrelation method, correlation design is intended in attempting to determine whether there is relationship or not between two or more quantifiable variable and to what degree this relationship exists. The function of correlation research is therefore to establish relationship (or lack of it) or to use relationship in making prediction (Borg and Gall cited in McLeod, 2012).The correlation method is the most suitable method for this study, as it enabled the study to determine the relationship among the three variables under investigation.

3.3 Population of the Study

The population of this study comprises of students in the second year of senior secondary school (SSII) of the 41 public senior secondary schools in Zaria metropolis. Zaria metropolis consist of two educational zones that is, Zaria and Giwa zones; Zaria zone consist of 24 senior secondary schools with the population of five thousand, five hundred and three (5,503) students; male three thousand, three hundred and twenty-

four (3,324) and female two thousand, one hundred seventy-nine (2179).WhileGiwa zone consist of 17 senior secondary schools with the population of two thousand, three hundred and seventy (2366), males one thousand, two hundred and two ((1202) and females one thousand, onehundred and sixty-four (1164). The total population for this study was seven thousand, eight hundred and sixty-nine(7869) students; this include both males four thousand, five hundred and twenty-five (4526) and female three thousand, three hundred and forty-three (3343), (the breakdown of population table refer to appendix II p.88).The participants were in second year of senior secondary school (SS2) with their ages ranging from 14 – 16 years (Zaria &Giwa Educational Zones, 2013/2014).

3.4 Sample and sampling techniques

The sample of this study consists of 367 students from eight (8) senior secondary schools in Zaria metropolis randomly selected by the researcher for the study. Two out of the 8 schools are boarding schools; three schools are only female students, three are only male students and two are mixed schools. The eight selected schools have the total number of 2619 SS2 students. To determine the sample size, Krejcie and Morgan (1970) table of sample selection is employed by the researcher. A population of 8000 would require 367 sample. In sampling techniques, two sampling technique were adopted in selecting the sample.First, cluster sampling techniques was used because Zaria metropolis consists of two educational zones, the researcher

classified the zones into two clusters, and then from each cluster, the researcher select the schools by simple random sampling.Five schools from Zaria zone and three schools from Giwa zone, this was because Zaria zone has the highest number of senior secondary schools and also every school was given equal and independent chance of being included in the study. This helps to increase the precision of the data, by ensuring that the sample was a representative of the unique characteristics of the population.

Table 1: Distribution of the sample size

The sample size for each participant's school is selected randomly but proportionately for fair representation. Because not all the selected schools have equal numbers of students. That is, the higher the population the higher the sample size. The table below shows the distribution of the sample size.

S/N	Name of schools	population	Male	Female	Total	Percentage
1	BarewaCollege,Zaria	427	60	----	60	16%
2	G.S.S. Kwagila	184	18	8	26	7%
3	G.G.S.S.Samaru	254	----	36	36	10%
4	Al-Huda-Huda College,Zaria	400	57	-----	57	15%
5	G.S.S.ChiditBarack,Sabon-Gari	409	56	-----	56	16%
6	G.S.S, Bomo, Samaru.	250	20	15	35	10%
7	G.G.S.S,(WTC) Congo, Zaria	245	-----	34	34	9%
8	G.G.S.S,D/Bauchi,Sabon-gari.	450	-----	63	63	17%
	TOTAL	**2619**	**211**	**156**	**367**	**100%**

3.5 Instrumentation

For the purpose of collecting data in this study, two Instruments wereadopted, and each had measured one of the variables on focused. They include, self – esteem scale was adopted from Rosenberg, (1965) and goal orientation scale was adopted from Button, Mathieu &Zajac (1996). Students' academic achievement scores were also used.

3.5.1 Rosenberg self – Esteem Scale.

The scale comprises two sections, section A comprises of items that addressed the demographic variables of the subjects, also known as personal data or bio data. Section B comprises of ten (10) items. The scale was originally developed by (Rosenberg, 1965). The scale was originally developed for adolescents. Participants were asked to score themselves on a 4 – point Likert scale. Positive statement are score from 1 (strongly disagree) items were presented as declarative statements and students were asked to choose one of the four responses which explain their feeling. This scale measures state of self – Esteem by asking the respondents to reflect on their current feelings.

All the Items in self-esteem scale was measured on 4-Likert scale. To score the items, a value was assign to each items,Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1. The scoring ranged from 1 – 40 scores, between 15 and 25 are within normal range, scores below 15 suggested very low self-esteem.

3.5.2 Button, Mathieu, &Zajac 2-factor models of goal orientation scale.

The scale comprises of two (2) sections, section A comprises of items that addressed the demographic variables of the subjects, also known as personal data or bio data. Section B comprises of 16 items which assessed learning goal orientation and performance goal orientation The items were administered on a 6– point Likert scale, with responses rouging from 1 (strongly agree) to 6 (strongly disagree). The scale was developed by Button et al (1996) to measured goal orientation. The performance goal orientation items were written to reflect a preference for non-challenging activities, a desire to avoid mistakes, and a tendency to evaluate by normative standards (that is, performance of others) while the learning goal items were written to reflect a desire to engage in challenging activities, an eagerness to improve oneself (Button, Mathieu &Zajac cited in Jagacinki&Dauda, 2001).

All the Items in goal orientation scale was measured on 6-Likert scale. To score the items, a value was assign to each items, Strong Disagree =6, Disagree =5, slightly Disagree =4, Slightly Agree = 3, Agree =2, Strongly Agree =1.The scoring ranged from 1-96. The scale has 16 items where the respondents can score the minimum of 16 points and the maximum of 96 points.

3.5.3 Academic Achievement Scores

Academic achievement was measured by the two general and compulsory subjects that was, Mathematics and English language examination score in the SS2

qualifying(mock)examination. The examination is a standardized examination set by Educational Resource Center (E R C), ministry of Education Kadunastate, the scores were used for the analysis.

3.5.4 Validity of the Instruments

Rosenberg self-esteem scale is a standardized instrument that have shown good level of validity, it has been used for over decades and measures what is meant to measure (Rosenberg, cited in Okoko, 2012). The Button, Mathieu&Zajac, 2-factor model goal orientation scale has been found to have good level of validity, and measures what is designed to measures (Button, Mathieu&Zajac,, 1996).

3.5.5 Reliability of the Instruments.

The Rosenberg self-esteem scale, generally has high reliability. Test-retest correlations are typically in the range 0.82 to 0.88, and Cronbach Alpha for various samples and in the range of 0.77 to 0.88. The instrument had been clearly established and reliable scale for measuring self-esteem. (Rosenberg cited in Blascovich&Tamako, 1993) goal orientation scale on the other hand, the reliabilities have been reported of 0.84 and 0.82 for the learning and performance goal orientation, respectively (Button, Mathieu&Zajac 1996).

3.6Pilot Study

Forthe purpose of this study pilot study was carried out to ascertain the reliability of the self-esteem questionnaire and goal orientation questionnaire. The test was done by administering the questionnaire among forty students which was approximately 10% of the sample size in Government Secondary School Tudun-Jukun, which was not part of the eight schools selected for the main study. The scores were correlated by SPSS version 16.0. However, the questionnaires turns out to be reliable with Cronbach's Alpha of 0.729 for self-esteem and goal orientation Cronbach's Alphaof 0.932 and combined reliability of 0.876.the questionnaire were validated through face validation method, by distributing among experts in psychology and counselling to assess its ability to measured self-esteem, goal orientation and were found valid.

3.7 Procedure for data collection.

The researcher embarked on a direct procedure of data collection. Two letters of introduction were collected from the department of Educational Psychology and Counselling A.B.U., Zaria, to Zaria and Giwa Educational zones introducing the researcher as a student in the department, and also seeking approval to embark on the research in the zones. From the Educational zones eight (8) letters wereaddressed to the principals of the selected schoolsinforming them of the research. In each of the selected schools the researcher seek for one teacher before administering the questionnaires to serve as research assistant. The research assistant was acquainted

with the content of the instruments, each of the instrument was discussed in details so as to enable the research assistant help respondents who may have difficulty with any item. A total of Three hundred and sixty-seven (367) questionnaire were produced by the researcher for distribution to the sampled students. Theinstruments were distributed to the students in their classrooms by the researcher and with the help of research assistants (see table1, p, 54, for each school size). The researcher explained to the respondents how to fill the instruments and also clarified terms used in the questionnaire, the filled questionnaires were returned to the researcher on the same day.

3.8 Procedure for data analysis

The data obtained from this study were subjected to statistical analysis. Frequencies and simple percentages wereused to analyze the total number of respondents who completed the questionnaires. Pearson Product Moment Correlation was used to test all the five hypotheses. The 0.05 level of significance was used in rejecting or retaining the null hypotheses.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the introduction, demographic data of the subjects, answering the research questions, hypotheses testing and discussion of results. The research questions were answered using descriptive statistic such as mean and standard deviation and the null hypotheses were tested using Pearson Product Moment Correlation (PPMC). The basis for the acceptance or rejection of hypothesis was 0.05 alpha level of significance. However, the answers to research questions are refer to (appendix I, p.82).

4.2 Results

4.2.1 Demographic information of respondents

Table 4.1distribution of respondents by gender

Gender	Frequency	Percentage
Male	197	59.5
Female	134	40.5
Total	331	100

The above table is a frequency count and percentages describing the demographic information of the respondents who participated in the study. The result of the analysis showed that one hundred and seven(197)of the students representing 59.5% are male students and one hundred and thirty-four (134) representing 40.5% are female.

4.2.2 Hypotheses Testing

Five Null hypotheses were raised for this study. Therefore, the following tables will help in providing statistical evidence that will prove or disapprove a given hypothesis.

Hypothesis one: There is no significant relationship between self-esteem and academic achievement ofsecondary school students.

In order to test this hypothesis Pearson Product Moment Correlation was employed in the table below

Table 4.2 Pearson Product Moment Correlation statistics showing relationship between self-esteem and academic achievement ofsecondary school students.

Variables	M	SD	r	df	p
Self Esteem	31.7372	4.87919	0.880	329	0.001
Academic Achievement	3.6360	.55564			

**. Correlation is significant at the 0.05 level (2-tailed) r=0.880 p=0.001

Table 4.2 shows the Pearson product moment correlations which revealed that significant relationship exist between Self Esteem and academic achievement of students in secondary schools. This is because the calculated p value of 0.001 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.880. This implies that the higher the students' self-esteem, the higher their academic achievement. Therefore, the null hypothesis which stated that, there is no significant relationship between self-esteem and academic achievement among secondary school students, is hereby rejected.

Hypothesis Two: There is no significant relationship between Goal Orientation and academic achievement ofsecondary school students.

To test this hypothesis two Pearson Product Moment Correlation was used in the table below.

Table 4.3 Pearson Product Moment Correlation statistics showing relationship between Goal Orientation and academic achievement of secondary school students.

Variables	M	SD	r	df	p
Goal Orientation	70.8066	12.90262			
			0.766	329	0.002
Academic Achievement	3.6360	.55564			

**. Correlation is significant at the 0.05 level (2-tailed r=0.766 p=0.002)

Table 4.3shows the Pearson product moment correlations which revealed that significant relationship exist between the academic achievement and the level of Goal Orientation of students in secondary schools. This is because, the calculated p value of 0.002 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.766. This implies that the higher the students Goal Orientation. The higher their academic achievement. Therefore, the null hypothesis which stated that, there is no significant relationship between Goal Orientation and academic achievement among secondary school students, is hereby rejected.

Hypothesis Three: There is no significant relationship between Goal Orientation and Self Esteem on academic achievement of secondary school students.

To test the relationship between goal orientation and self-esteem on academic achievement Pearson Product Moment Correlation was employed in the table below.

Table 4.4 Pearson Product Moment Correlation statistics on relationship between Goal Orientation and Self Esteem among secondary school students.

Variables	M	SD	r	df	p
Goal Orientation	70.8066	12.90262			
			0.773	329	0.003
Self Esteem	31.7372	4.87919			

**. Correlation is significant at the 0.05 level (2-tailed r=0.773 p=0.003

Table 4.4is a Pearson product moment correlations analysis aimed at finding relationship between goal orientation and self-esteem among students. The Results revealed that significant relationship exist between Goal Orientation and Self Esteem of students in secondary schools. This is because the calculated p value of 0.003 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.773. This implies that the higher the students Goal Orientation, the higher their self Esteem and vice versa. Therefore, the null hypothesis which stated that, there is no significant relationship between Goal Orientation and Self Esteem on academic achievement among secondary school students, is hereby rejected.

Hypothesis Four: The null hypothesis stated that, the goal orientation and academic achievement relationship is significantly invariant across male and female secondary school students

To test this hypothesis Pearson Product Moment Correlation was used in the table below.

Table 4.5 Pearson Product Moment Correlation statistics on relationship between Goal Orientation and academic achievement across male and female students.

Variable	Sex	Mean	SD	r	df	p
Goal Orientation	Male	71.0508	14.27419			
				0.699**	195	0.000
Academic Achievement	Male	3.6421	.58257			
Goal Orientation	female	70.4478	10.6103	0.924**	132	0.000
Academic Achievement	female	3.6269	.51550			

**. Correlation is significant at the 0.05 level (2-tailed)

Table 4.5 shows Pearson Product Moment Correlation statistics revealed that Goal Orientation and Academic Achievement relationship is variant acrossmale and female secondary school students. This is because the calculated mean scores of male goal orientation was 71.0508 and that of academic achievement was 3.6421 respectively and the calculated p value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.699 atdf 195. For the female goal orientation mean was 70.4478and that of academic achievement was 3.6269 respectively and the calculated significant p value of 0.000 is lower than the 0.05 alpha level of

significance at a correlation index r level of 0.924 at df 132.This shows that the goal orientation and academic achievement is variant across male and female students. Therefore, the null hypothesis which state that,the goal orientation and academic achievement relationship is significantly invariant across male and female secondary school students, is hereby rejected.

Hypothesis five,the self-esteem and academic achievement relationship is significantly invariant across male and female secondary school students.

To test this hypothesis Pearson Product Moment Correlation was used in the table below.

Table 4.6 Pearson Product Moment Correlation (PPMC) statistics on the relationship between self Esteem and Academic Achievement across male and female students

Variable	Sex	Mean	SD	r	df	p
Self Esteem	Male	31.6904	4.99291			
				0.848**	195	0.000
Academic Achievement	Male	3.6421	.58257			
Self Esteem	Female	31.8060	4.72472	0.939**	132	0.000
Academic Achievement	Female	3.6269	.51550			

**. Correlation is significant at the 0.05 level (2-tailed)

Table 4.6, shows Pearson Product Moment Correlation statistics revealed that self-esteemand Academic Achievement relationship is variant acrossmale and female secondary school students., This is because the calculated mean score of self-esteem for

male is 31.6904 and that of achievement is 3.6421 and the p value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.848 at df 195. And for Female mean score is 3.6269 and the calculated p value of 0.000 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.939. This shows that the self-esteem and academic achievement is variant across male and female students. Therefore, the null hypothesis which stated that,the self-esteem and academic achievement relationship is significantly invariant across male and female secondary school students, is hereby rejected

4.4 Summary of findings

The following are the summary of the Major findings;

1. Significant relationship exist between the academic achievement and the level of self-esteem of students (r=0.880, p=0.001), suggesting that the higher the students' self-esteem, the higher their academic achievement.
2. Significant relationship exist between the academic achievement and the level of Goal Orientation of students in secondary schools at a correlation index value of 0.766, p= 0.002. This implies that the higher the students Goal Orientation, the higher their academic achievement.
3. Significant relationship exist between the Goal Orientation and Self Esteem of students in secondary schools at a correlation index value of 0.773, p= 0.003. This implies that the higher the students Goal Orientation, the higher their self Esteem and vice versa. .
4. The Goal Orientation and academic achievement relationship is variant across male and female students, for the male students(r= 0.699, p= 0.000) and the female students (r= 0.924, p= 0.000) this implies that both male and female students had high level of goal Orientation and academic achievement.

5. The Self Esteem and academic achievement relationship is variant acrossmale and female students, for the male students(r= 0.848, p= 0.000) and the female students (r= 0.939, p= 0.000) this implies that both male and female students had high level of Self Esteem and academic achievement.

4.4 Discussion

The findings of this study showed that significant relationship exist between the academic achievement and the level of self-esteem of students in secondary schools. This is because the calculated p value was found to be lower than the 0.05 alpha level of significance. This implies that the higher the students' self-esteem, the higher their academic achievement. Therefore, the null hypothesis 1 which stated that, there is no significant relationship between student's academic achievement and their self-esteem, is hereby rejected. This also means that the lower students' self-esteem the lower the academic achievement. This finding corresponds withRosli, Othman & Omar (2012) views that, students with high self-esteem perform better in their academics. Self-esteem is one of the key factors in affecting students' academic achievement more significant than other contributing factors such as stress. Harris (2009) is also of the same view that, high achievement were found to have higher levels of self-esteem. His study shows that, there is a relationship between self-esteem and academic achievement which means the higher students' self-esteem the higher his or her academic achievement. The findings of the study conducted by Ahmad, Zeb, Ullah& Ali (2013), also revealed that positive self-esteem have high academic performance. Which mean that there is a significantly high relationship between self-esteem and academic achievement of students.

The findings of this study also revealed that significant relationship exist between the academic achievement and the level of Goal Orientation of students in

secondary schools. This becausethe calculated p value was found to be lower than the 0.05 alpha level of significance. This implies that the higher the students Goal Orientation, The higher their academic achievement. Therefore, the null hypothesis 2 which state that there is no significant relationship between students' academic achievement and their Goal Orientation is hereby rejected. On the other side, it suggests that students can have both (mastery/performance) goal orientation which lead to higher academic achievement. This finding is in line with the finding of Barzegar (2012), suggested that goal orientation is a positive effects on academic achievement, the higher the goal orientation the higher academic achievement. Roebken (2007) also of the view that, both mastery and performance approach goals may facilitate academic achievement among students.

The findings of this study also reveals that significant relationship exist between the Goal Orientation and Self Esteem of students in secondary schools. This is becausethe calculated p value was found to be lower than the 0.05 level of significance. This implies that the higher the students Goal Orientation, the higher the self-esteem which increases academic achievement. Hence the null hypothesis 3 which stated that there is no significant relationship between students Goal Orientation and Self Esteem is hereby rejected. This finding is in line with. Rahmani (2011) view that, self-esteem, goal orientation and academic achievement are correlated. Also revealed that self-esteem and achievement goals are affecting factors on academic achievement. Similarly, Vandewalle, Cron& Slocum (2001) found that learning goal orientation was positively related to self-esteem, Self-esteem functions as a primary motivational mechanism by which goal orientation influences subsequent learning processes.

Furthermore, the finding of this study revealed that, theGoal Orientation and academic achievement relationship is variant across male and female students. This is because the male students calculated p value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.699 at df 195. For their female counterpart,calculated significant p value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.924 at df 132. This shows that the goal orientation across male and female is directly related to their academic achievement. Therefore, the null hypothesis 4 which stated that, the goal orientation and academic achievement relationship is significantly invariant across male and female secondary school students**,** is hereby rejected. This findings is in line with Dekker (2006) view that, no statistically significant differences between males and females in terms of their overall goal orientations. Wel-wen and Yi-lee (2015), study result however achieved a different result in theirstudy, they found out that female students hold mastery orientation than their male counterpart.

Lastly, the findings of this study also showed that,the self-esteem and academic achievement relationship is variant across male and female students, this is because Male calculated p value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.848 at df 195. For their female counterpart,calculated pvalue of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.939 at df 132. This shows that the self-esteem across male andfemale is directly related to their academic achievement. Therefore, the null hypothesis 5 which state that, the self-esteem and academic achievement relationship is significantly invariant across male and female secondary school students**,** is hereby rejected. This finding is of the same view with Hossaini, (2002), that there is no significant difference in self-esteem between males and

females. SarAbadaniTafreshi (2006), study result however achieved a different result in his study, there is a significant difference in self-esteem between males and females. Male students tend to have higher self-esteem than their female counterpart.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMEDATIONS

5.1 Introduction

This chapter presents the summary of the whole study, conclusion as well as recommendations. Suggestion for further study was also made.

5.2 Summary

The study was designed to find out the relationship among self-esteem, goal orientation and academic achievement of senior secondary school students in Zaria metropolis. In order to achieve this, the study was divided in to five chapters.

Chapter one dealt with background to the study where argument for the rationalization to this study was presented. Objectives were stated, research questions were raised and basic assumption made, five Null hypothesis were also raised for the study. Chapter two covers the review of related literature where several materials were consulted and studies reviewed. The independent variables of self-esteem and goal orientation and dependent variable of academic achievement were discussed. Abraham Maslow theory of needs, David McClelland theory of achievement motivation and Pia-jeat cognitive theory were used to offer the study a theoretical backing. Some empirical studies were also reviewed and finally the chapter ends with an abridged summary.

Chapter three presents the methodology used in carry out this study. The study made used of correlation design and drew 367 samples for the study using Morgan and Krejcie table for determining sample size. Eight schools out of 41 were selected randomly for the study. Chapter four dealt with result and discussion of findings. Data

obtained from the subjects were analyzed using Statistical Package for Social Sciences (SPSS) andthe following major findings were drawn from the study:

1. That significant relationship exist between the academic achievement and the level of self-esteem of students in secondary schools.
2. That significant relationship exist between the academic achievement and the level of Goal Orientation of students in secondary schools.
3. That significant relationship exist between the Goal Orientation and Self Esteem of students in secondary schools.
4. The Goal Orientation and academic achievement relationship is variant across male and female student in secondary schools
5. Theself-esteemand academic achievement relationship is variant across male and female student in secondary schools

5.3 Conclusions

From the findings of this study, it was concluded that, positive correlation was found between Self-esteem and academic achievement among students, Results suggest that students with high self-esteem have high academic achievement. Similarly, positive relationship was found between goal orientation and academic achievement among students. Result shows that having strong goal orientation lead to higher academic achievement in students. Also,significant relationship exist between Goal Orientation and Self Esteem of students. This implies that the higher the students Goal Orientation, the higher their self Esteem and the higher academic achievement. This findings also suggested that, The GoalOrientation and academic achievement relationship is variant across male and female student in secondary schools,this implies that both male and female students had positive goal Orientation and

academic achievement.Similarly, the self-esteem and academic achievementrelationship is variant across male and female student in secondary schools. This implies that both male and female students had positive Self Esteem and academic achievement.

5.4 Recommendations

Based on the results of the study, the following recommendations are made;

1. This study recommends that, care should be taken of learners with low self-esteemwho tend to underrate their potentials and abilities in academic achievement by bringing them into a suitable teaching environment by minimal steps in learning so that success at every step can carry them forward, this will greatly improve their self-esteem and enhance academic achievement.
2. This study recommends that, Students should be well monitored by their parents, teachers and guardians inall their school activities. Students should be encouraged to minimize social comparisim and understand that not only grade that matters in learning but understanding and developing new skills is also very important in learning so as to promote learning goal orientation.
3. All activities that will enhance harmonious relationship among students should be encouraged by teachers and school administrators such as sports, quiz, debates, clubs,societies and also award prizes and scholarship, this will develop positive self-esteem and goal orientation which is believed to have influence on their academic achievement.
4. It isrecommended that parents and guardians should create a home environment that promotes learning activities which will reinforce what is being taught at school irrespective of gender which will reinforce what is

being taught at school. This will provide extra support to the students in order to promote learning goals.

5. This study also recommend that, students should be trained on how to develop positive views about themselves and their academic work and should always believe that they will perform well in their academic challenges irrespective of their gender.

4.5 suggestions for further studies

The study is by no means exhaustive in nature and based on the result gotten form the study and the limitations observed, the following suggestions for further studies are made;

1. Relationship between self-esteem and interest on academic achievement among senior secondary school students in Zaria metropolis.
2. Relationship between socio-economic background and goal orientation on academic achievement among senior secondary school students in Zaria metropolis.

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APPENDIX I

4.2.3 Answers to Research Questions

Research Question One: What is the relationship between self-esteem and academic achievement among secondary school students?

Table 4.9 Mean and standard deviation of self-esteem and academic achievement.

Variable	**N**	Mean	S.D
Self Esteem	331	31.7372	4.87919
Academic Achievement	331	3.6360	.55564

Table 4.9displayed the descriptive statistics of the respondents involved in the study based on their responses to self-esteem inventory and academic achievement. Self-esteem presented the mean score MS= 31.7372 and standard deviation SD= 4.87919, Academic achievement presented the mean score MS= 3.6360 and standard deviation SD = .55564.

Research Question Two: What is the relationship between goal orientation and academic achievement among secondary school students?

Table 4.10 Mean and standard deviation of goal orientation and academic achievement.

Variable	N	Mean	SD
Goal Orientation	331	70.8066	12.9026
Academic Achievement	331	3.6360	.55564

Table 4.10 shows the descriptive statistics of the respondents involved in the study based on their responses to goal orientation inventory and academic achievement. Goal orientation mean score was MS= 70.8066and standard deviation of SD= 12.9026, Academic achievement mean score MS= 3.6360 and standard deviation of SD=.55564.

Question Three: What is the relationship between Goal Orientation and Self Esteem on academic achievement among secondary school students?

Table 4.11 descriptive statistics on relationship between Goal Orientation and Self Esteem

Variable	**N**	**Mean**	**SD**
Goal Orientation	331	70.8066	12.90262
Self Esteem	331	31.7372	4.87919

Table 4.11 shows the descriptive statistics for self-esteem and goal orientation of the respondents .the mean score for self-esteem was MS=31.7372 and standard deviation SD= 4.87919 and mean score for goal orientation was MS=70.8066 and standard deviation was MS=12.90262.

Research Question Four: Is the goal orientation and academic achievement relationship invariant across male and female secondary school students?

Table 4.12Mean and standard deviation of goal Orientation and academic achievement ofmale and female students.

Variable	Gender	N	Mean	SD
Goal Orientation	Male	197	71.0508	14.27419
Academic Achievement	Male	197	3.6421	.58257
Goal Orientation	Female	134	70.4478	10.61037
Academic AchievementFemale	134	3.6269	.51550	

Table 4.12 shows the descriptive statistics shows the descriptive statistics for male and female respondents. Male respondents had goal orientation mean score of MS= 71.0508, the standard deviation of SD= 14.27419 and for academic achievement mean score of MS= 3.6421 and standard deviation of SD= .582257. And for the Female respondents had mean score for Goal Orientation of MS= 70.4478 and the standard deviation of SD= 10.61037, for academic achievement mean score MS= 3.6269 and the standard deviation of SD= .51550.

Research Question Five; Is the goal orientation and academic achievement relationship invariant across male and female secondary school students?

Table 4.13 Mean and standard deviation of Self Esteem and academic achievementof Maleand female students.

Variable	Gender	N	Mean	SD
Self Esteem	Male	197	31.6904	4.99291
Academic Achievement	Male	197	3.6421	.58257
Self Esteem	Female	134	31.80604.72472	
Academic Achievement	Female	134	3.6269	.51550

Table 4.13shows the descriptive statistics for male and female respondents. Male respondents had mean score for self-esteem of MS= 31.6904 and the standard deviation of SD= 4.99291, for academic achievement mean score MS= 3.6421 and the standard deviation of SD= .58257.And for Female respondents had mean score for self-esteem of MS= 31.8060 and the standard deviation of SD= 4.72472, for academic achievement mean score MS= 3.6269 and the standard deviation of SD= .51550.

APPENDIX II

Table 2: Distribution of the population of students according toschools and gender.

The table is showing the population of SSII students in Zaria educational zone according toschools and gender.

S/N	Name of schools	Males	Females	Total
1.	Government day Secondary school, Zaria	250	0	250
2.	Gov't Girls Secondary sch. (WTC) Zaria	0	245	245
3.	Gov't Sec. Sch, Magajiya	100	20	120
4.	Gov't Sec. Sch, Likoro	52	49	101
5.	Gov't Girls, Sec. Sch. D/Bauchi	0	450	450
6.	Govt Sec, Sch, kugu	70	30	100
7.	Barewacollage,Zaria	427	0	427
8.	SIASS K/Karau	112	98	210
9.	Govt, Sec, Sch, Muchiya	150	80	230
10.	Govt, Sec, Sch, Dakace	75	20	95
11.	Govt, Girls. Sec, Sch,k/kayan	0	282	282
12.	Govt, Sec, Sch, Yakassai	100	30	130
13.	Govt, Sec, Sch, Aminu S/gari	231	52	283
14.	Govt, Sec, Sch, T/Saibu	160	30	190
15.	Govt, Sec, Sch, Dinya	80	10	90
16.	Govt, Sec, Sch, Kaura	105	101	206
17.	Govt, Sec, Sch, T/Jukun	143	147	290
18.	Al-Huda-Huda College, Zaria	400	0	400
19.	Govt, Girls Sec, Sch, Chindit Barack, S/gari	0	160	160

20.	Govt, Sec, Sch, Chindit Barack, S/gari	409	0	409
21.	Govt, Sec, Sch, Pada, zaria city.	0	145	145
22.	government secondary sch.k/kuyanbana	I80	30	210
23.	Government secondary sch,Gyellesu	130	100	230
24.	Government secondary sch,Tudunwada	150	100	250
	TOTAL	3324	2179	5503

Source: (Zaria educational zone, 2013/2014).

Table 3: Distribution of the population of students according to schools and gender

The table is showing the population of SSII students in Giwa educational zone according to gender.

S/N	Name of schools	male	female	Total
1	Government secondary school,Giwa	80	60	140
2	Dr.Shehu,G.G.S.SGiwa	0	170	170
3	Government secondary school,gangara	40	10	50
4	Government secondary school, Yakawada	40	20	60
5	Government secondary school,Fatika	20	7	27
6	Government secondary school,Kaya	22	8	30
7	Yusuf Aboki secondary school,Shika	156	100	256
8	Government secondary school,Bomo	140	110	250
9	Government Girls secondary school,Samaru	0	250	250
10	Government secondary school,Kwangila	104	80	184
11	Government secondary school,Jama'a	86	54	140

12	Government secondary school,Basawa	90	67	157
13	Government secondary school,hunkunyi	170	120	290
14	Government secondary school,Kudan	180	78	258
15	Government secondary school,Sakadadi	26	10	36
16	Government secondary school,Kauranwali	20	8	28
17	Government secondary school,Wazata	28	12	40
	TOTAL	1202	1164	2366

Source: (Giwa Educational Zone, 2013/2014)

APPENDIX III

SELF-ESTEEM QUESTIONNAIRE

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, Tick **SA**. If you agree with the statement, Tick **A**. If you disagree, Tick **D**. If you strongly disagree, tick**SD**.

SECTION A: Bio data

s/no	Items	Male	Female
1	Gender		

SECTION B

s/no	Items	SA	A	D	SD
1	On the whole, I am satisfied with myself.				
2	At times, I think I am no good at all.				
3	. I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that I'm a person of worth, at least on an equal plane with others.				
8	I wish I could have more respect for myself.				
9	All in all, I am inclined to feel that I am a failure.				
10	I take a positive attitude toward myself.				

Adopted from: Rosenberg.M., (1965) Self-esteem Scale Retrieved from: http// www.norton .com/college/psych/psychsci/media/rosendery.htm.

APPENDIX IV

GOAL ORIENTATION QUESTIONNAIRE.

Please, tick the response option that best represents your opinion or beliefs on these items.

SECTION A. Bio-data

s/no	Items	Male	Female
1	Gender		

SECTION B.

s/no	Items	strongly disagree	disagree	Slightly Disagree	slightly agree	agree	strongly agree
1	The opportunity to do challenging work is important to me.						
2	When I fail to complete a difficult task, I plan to try harder the next time I work on it						
3	I prefer to work on tasks that force me to learn new things						
4	The opportunity to learn new things is important to me						
5	I do my best when I'm working on a fairly difficult task.						
6	I try hard to improve on my past performance.						
7	The opportunity to extend the range of my abilities is important to me.						
8	When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work						

9	I prefer to do things that I can do well rather than things that I do poorly						
10	I'm happiest at work when I perform tasks on which I know that I won't make any errors						
11	The things I enjoy the most are the things I do the best						
12	The opinions others have about how well I do certain things are important to me						
13	I feel smart when I do something without making any mistakes						
14	I like to be fairly confident that I can successfully perform a task before I attempt it						
15	I like to work on tasks that I have done well on in the past.						
16	I feel smart when I can do something better than most other people.						

Adopted from:Button, Mathieu, &Zajac (1996**)**Goal orientation in organizational research: A conceptual and empirical foundation. *Organizational Behavior and Human Decision Processes, 67(1),* 26-48.

APPENDIX V
Data analysis output

Hyp1

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
ACADEMIC_ACHIEVEMENT	3.6360	.55564	331
SELF_ESTEEM	31.7372	4.87919	331

Correlations

		ACADEMIC_ACHIEVEMENT	SELF_ESTEEM
ACADEMIC_ACHIEVEMENT	Pearson Correlation	1	.880**
	Sig. (2-tailed)		.001
	N	331	331
SELF_ESTEEM	Pearson Correlation	.880**	1
	Sig. (2-tailed)	.001	
	N	331	331

**. Correlation is significant at the 0.01 level (2-tailed).

Hyp2
Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
ACADEMIC_ACHIEVEMENT	3.6360	.55564	331
GOAL_ORIENTATION	70.8066	12.90262	331

Correlations

		ACADEMIC_ACHIEVEMENT	GOAL_ORIENTATION
ACADEMIC_ACHIEVEMENT	Pearson Correlation	1	.766**
	Sig. (2-tailed)		.002
	N	331	331
GOAL_ORIENTATION	Pearson Correlation	.766**	1
	Sig. (2-tailed)	.002	
	N	331	331

**. Correlation is significant at the 0.01 level (2-tailed).

Hyp3
Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
GOAL_ORIENTATION	70.8066	12.90262	331
SELF_ESTEEM	31.7372	4.87919	331

Correlations

		GOAL_ORIENTATION	SELF_ESTEEM
GOAL_ORIENTATION	Pearson Correlation	1	.773**
	Sig. (2-tailed)		.000
	N	331	331
SELF_ESTEEM	Pearson Correlation	.773**	1
	Sig. (2-tailed)	.000	
	N	331	331

**. Correlation is significant at the 0.01 level (2-tailed).

```
GROUPS=GENDER(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=GOAL_ORIENTATION
 /CRITERIA=CI(.95).
```

Hyp 4(a) MALE

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
SELF_ESTEEM	31.6904	4.99291	197
ACADEMIC_ACHIEVEMENT	3.6421	.58257	197

Correlations

		SELF_ESTEEM	ACADEMIC_ACHIEVEMENT
SELF_ESTEEM	Pearson Correlation	1	.848**
	Sig. (2-tailed)		.000
	N	197	197
ACADEMIC_ACHIEVEMENT	Pearson Correlation	.848**	1
	Sig. (2-tailed)	.000	
	N	197	197

**. Correlation is significant at the 0.01 level (2-tailed).

```
USE ALL.
COMPUTE filter_$=(GENDER=2).
VARIABLE LABELS filter_$ 'GENDER=2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
CORRELATIONS
  /VARIABLES=SELF_ESTEEM ACADEMIC_ACHIEVEMENT
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Hyp 4(b) FEMALE

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
SELF_ESTEEM	31.8060	4.72472	134
ACADEMIC_ACHIEVEMENT	3.6269	.51550	134

Correlations

		SELF_ESTEEM	ACADEMIC_ACHIEVEMENT
SELF_ESTEEM	Pearson Correlation	1	.939**
	Sig. (2-tailed)		.000
	N	134	134
ACADEMIC_ACHIEVEMENT	Pearson Correlation	.939**	1
	Sig. (2-tailed)	.000	
	N	134	134

**. Correlation is significant at the 0.01 level (2-tailed).

```
USE ALL.
COMPUTE filter_$=(GENDER=1).
VARIABLE LABELS filter_$ 'GENDER=1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
CORRELATIONS
  /VARIABLES=GOAL_ORIENTATION ACADEMIC_ACHIEVEMENT
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Hyp 5(a) MALE

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
GOAL_ORIENTATION	71.0508	14.27419	197
ACADEMIC_ACHIEVEMENT	3.6421	.58257	197

Correlations

		GOAL_ORIENTATION	ACADEMIC_ACHIEVEMENT
GOAL_ORIENTATION	Pearson Correlation	1	.699**
	Sig. (2-tailed)		.000
	N	197	197
ACADEMIC_ACHIEVEMENT	Pearson Correlation	.699**	1
	Sig. (2-tailed)	.000	
	N	197	197

**. Correlation is significant at the 0.01 level (2-tailed).

Hyp5(b) female

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
GOAL_ORIENTATION	70.4478	10.61037	134
ACADEMIC_ACHIEVEMENT	3.6269	.51550	134

Correlations

		GOAL_ORIENTATION	ACADEMIC_ACHIEVEMENT
GOAL_ORIENTATION	Pearson Correlation	1	.924**
	Sig. (2-tailed)		.000
	N	134	134
ACADEMIC_ACHIEVEMENT	Pearson Correlation	.924**	1
	Sig. (2-tailed)	.000	
	N	134	134

**. Correlation is significant at the 0.01 level (2-tailed).

Frequencies

Statistics

		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
N	Valid	331	331	331	331	331	331	331	331	331	331
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3.57	2.42	3.25	3.44	2.63	2.19	2.91	3.29	2.32	3.30
Std. Deviation		.773	.899	.768	.704	.983	1.065	.917	.824	1.257	.910

Frequencies

Statistics

		G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	G13	G14	G15	G16
N	Valid	331	331	331	331	331	331	331	331	331	331	331	331	331	331	331	331
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.44	4.07	3.78	4.23	3.91	4.09	4.02	4.15	4.24	4.17	4.20	3.90	4.46	4.02	4.13	4.07
Std. Deviation		1.998	1.916	1.830	1.952	1.833	1.962	1.811	1.741	1.797	1.700	1.942	1.789	1.826	1.790	1.894	1.894

Perception of respondents on self esteem

S/NO	ITEMS	Response categories				MEAN	STD.DEV
		SA	AG	D	SD		
1	On the whole, I am satisfied with myself.	234	67	16	14	3.57	.773
2	At times, I think I am no good at all.	52	75	163	41	2.42	.899
3	. I feel that I have a number of good qualities.	136	157	24	14	3.25	.768
4	I am able to do things as well as most other people.	179	125	20	7	3.44	.704
5	I feel I do not have much to be proud of.	69	123	87	52	2.63	.983
6	I certainly feel useless at times.	51	71	98	111	2.19	1.005
7	I feel that I'm a person of worth, at least on an equal plane with others.	103	117	89	22	2.91	.917
8	I wish I could have more respect for myself.	164	109	48	10	3.29	.824
9	All in all, I am inclined to feel that I am a failure.	94	48	58	131	2.32	1.257
10	I take a positive attitude toward myself.	182	85	45	19	3.30	.910
	Cumulative mean					2.932	

Perception of respondents on goal orientation

S/NO	ITEMS	Response categories						Mean	Std.dev
		SA	AG	SL.AG	SL.DA	DA	S.DA		
1	The opportunity to do challenging work is important to me.	75	65	25	28	43	95	3.44	1.99
2	When I fail to complete a difficult task, I plan to try harder the next time I work on it	114	74	17	22	55	49	4.07	1.91
3	I prefer to work on tasks that force me to learn new things	57	112	36	19	40	67	3.78	1.83
4	The opportunity to learn new things is important to me	145	44	28	25	35	54	4.23	1.93
5	I do my best when I'm working on a fairly difficult task.	82	74	63	23	23	66	3.91	1.83
6	I try hard to improve on my past performance.	119	72	24	13	43	60	4.09	1.96
7	The opportunity to extend the range of my abilities is important to	95	75	38	40	32	51	4.02	1.81

	me.								
8	**When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work**	**91**	**100**	**21**	**46**	**32**	**41**	**4.15**	**1.74**
9	**I prefer to do things that I can do well rather than things that I do poorly**	**113**	**88**	**13**	**41**	**36**	**40**	**4.24**	**1.79**
10	**I'm happiest at work when I perform tasks on which I know that I won't make any errors**	**94**	**85**	**44**	**30**	**46**	**32**	**4.17**	**1.70**
11	**The things I enjoy the most are the things I do the best**	**128**	**68**	**24**	**24**	**26**	**61**	**4.20**	**1.94**
12	**The opinions others have about how well I do certain things are important to me**	**69**	**99**	**43**	**27**	**36**	**57**	**3.90**	**1.78**
13	**I feel smart when I do something without making any mistakes**	**143**	**70**	**30**	**21**	**19**	**48**	**4.46**	**1.83**
14	**I like to be fairly**	**92**	**75**	**42**	**38**	**36**	**48**	**4.02**	**1.79**

	confident that I can successfully perform a task before I attempt it								
15	**I like to work on tasks that I have done well on in the past.**	**107**	**92**	**20**	**16**	**42**	**54**	**4.13**	**1.89**
16	**I feel smart when I can do something better than most other people.**	**100**	**85**	**38**	**22**	**19**	**87**	**4.07**	**1.90**

Appendix VI
Self Esteem Reliability

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.729	.732	10

Item Statistics

	Mean	Std. Deviation	N
On the whole, I am satisfied with myself.	3.63	.774	40
At times, I think I am no good at all.	2.30	.911	40
. I feel that I have a number of good qualities.	3.28	.816	40
I am able to do things as well as most other people.	3.45	.714	40
I feel I do not have much to be proud of.	2.78	1.050	40
I certainly feel useless at times.	2.05	1.037	40
I feel that I'm a person of worth, at least on an equal plane with others.	2.75	.927	40
I wish I could have more respect for myself.	3.48	.716	40
All in all, I am inclined to feel that I am a failure.	2.23	1.310	40
I take a positive attitude toward myself.	3.38	.838	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.930	2.050	3.625	1.575	1.768	.344	10

Goal Orientation Reliability

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.932	.933	16

Item Statistics

	Mean	Std. Deviation	N
The opportunity to do challenging work is important to me.	3.93	1.979	40
When I fail to complete a difficult task, I plan to try harder the next time I work on it	4.50	1.783	40
I prefer to work on tasks that force me to learn new things	4.28	1.633	40
The opportunity to learn new things is important to me	4.83	1.678	40

I do my best when I'm working on a fairly difficult task.	4.45	1.632	40
I try hard to improve on my past performance.	4.45	1.797	40
The opportunity to extend the range of my abilities is important to me.	4.40	1.707	40
When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work	4.38	1.644	40
I prefer to do things that I can do well rather than things that I do poorly	4.73	1.569	40
I'm happiest at work when I perform tasks on which I know that I won't make any errors	4.68	1.421	40
The things I enjoy the most are the things I do the best	4.65	1.833	40
The opinions others have about how well I do certain things are important to me	4.18	1.723	40
I feel smart when I do something without making any mistakes	4.78	1.804	40
I like to be fairly confident that I can successfully perform a task before I attempt it	4.38	1.720	40
I like to work on tasks that I have done well on in the past.	4.53	1.617	40
I feel smart when I can do something better than most other people.	4.48	1.724	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.473	3.925	4.825	.900	1.229	.054	16

Combined Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.876	.827	26

Item Statistics

	Mean	Std. Deviation	N
On the whole, I am satisfied with myself.	3.63	.774	40
At times, I think I am no good at all.	2.30	.911	40
. I feel that I have a number of good qualities.	3.28	.816	40
I am able to do things as well as most other people.	3.45	.714	40
I feel I do not have much to be proud of.	2.78	1.050	40
I certainly feel useless at times.	2.05	1.037	40
I feel that I'm a person of worth, at least on an equal plane with others.	2.75	.927	40

I wish I could have more respect for myself.	3.48	.716	40
All in all, I am inclined to feel that I am a failure.	2.23	1.310	40
I take a positive attitude toward myself.	3.38	.838	40
The opportunity to do challenging work is important to me.	3.93	1.979	40
When I fail to complete a difficult task, I plan to try harder the next time I work on it	4.50	1.783	40
I prefer to work on tasks that force me to learn new things	4.28	1.633	40
The opportunity to learn new things is important to me	4.83	1.678	40
I do my best when I'm working on a fairly difficult task.	4.45	1.632	40
I try hard to improve on my past performance.	4.45	1.797	40
The opportunity to extend the range of my abilities is important to me.	4.40	1.707	40
When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work	4.38	1.644	40
I prefer to do things that I can do well rather than things that I do poorly	4.73	1.569	40
I'm happiest at work when I perform tasks on which I know that I won't make any errors	4.68	1.421	40
The things I enjoy the most are the things I do the best	4.65	1.833	40
The opinions others have about how well I do certain things are important to me	4.18	1.723	40
I feel smart when I do something without making any mistakes	4.78	1.804	40

I like to be fairly confident that I can successfully perform a task before I attempt it	4.38	1.720	40
I like to work on tasks that I have done well on in the past.	4.53	1.617	40
I feel smart when I can do something better than most other people.	4.48	1.724	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.880	2.050	4.825	2.775	2.354	.742	26