



Gender Differences in Relationship Between Self-Esteem and Achievement Motivation in Primary School Students

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Abstract: The purpose of this study is to analyze about the association between self-esteem and achievement goals in various student gender's groups. This study employed a descriptive method with a quantitative approach. The participants in this study were 260 fifth grade students in Tasikmalaya, Indonesia. The research instrument utilized a questionnaire adapted from Rosenberg self-esteem questionnaires and achievement motivation questionnaires adapted from Mc Clelland theory. Data analysis of this study used SPSS Pearson correlation and t-test. The findings revealed that there is a significant difference t level for various groups of gender-esteem and achievement motivation with a number of significance was 0.21 (higher than 0.05). Meanwhile, for fifth-grade students, there is a significant difference t level for various groups of gender-esteem and achievement motivation. This research is beneficial to the advancement of knowledge, particularly in the fields of psychology and primary education.

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Introduction

Education in primary school is the foundation for a student to make them ready to face the next stage in life. Primary school age is a new phase for a student, coming from an egocentric phase before school, to be a complex environment consisting of many individuals and problems (Aini, 2018). During the school years, a student's self-esteem can be built by different experiences in school. It is also believed that many problems that are faced by students come from the low self-esteem of a student, including academic achievement. (Hysken, 2011).

Self-esteem is one's entire assessment of one's thoughts and feelings about oneself, as well as one's positive or negative attitude toward oneself (Hosogi, Okada, Fujii, Noguchi, & Watanabe, 2012; M. Murphy, Stosny, & Morrel, 2005; Rosenberg, 1965). It's something inside that affects our mindset and is reflected through our behaviour and point of view about something in our lifetime. In addition, self-esteem can affect many aspects not only relationships with other students and teachers but also their academic results in school (Hysken, 2011).

Kaplan (2014) contended that "in the term, achievement motivation denotes processes leading to behaviour that aims to achieve a certain criterion or standard". Achievement Motivation is concerned with the need for success, the desire to always do great and to reach standards and it is very important in a student's life (Erlinda & Dewi, 2015; Kunvarsing, 2020). Moreover, the need achievement theory proposed by McClelland (1961)

explained that 2 factors can affect motivation due to psychological aspects, they are a motive of the individual to achieve success and to avoid failure. This theory also states that achievement, power, and affiliation are three important needs that help explain motivation.

Multiple studies have shown that self-esteem has an important association with academic achievement. Studies have shown that a student with high self-esteem will lead to better academic performances and also more confidence during the study time than a student with low self-esteem. (Baumeister, Campbell, Krueger, & Vohs, 2003). High self-esteem will affect the student's learning journey increasingly and positively. Many students do not fulfil academic standards because of low motivation derived from low self-esteem (Ghilay & Ghilay, 2015).

During the past times, a large number of studies have examined gender and age differences in self-esteem (Agam, Tamir, & Golan, 2015; Bleidorn, Arslan, Rentfrow, Potter, & Gosling, 2016; Jain & Dixit, 2014; Josephs, 1992). However, self-esteem is relatively high in childhood for both genders, drops during adolescence, gradually increases during adulthood, and then decreases in old age (Orth & Robins, 2014). There are many reasons and aspects that influence the value of self-esteem, but we will focus on gender differences this time as well as achievement motivation. Only a few studies have looked at the entire life span, but most have focused on the development of self-esteem throughout certain life phases, especially late teenage and early adulthood.

Previous research on gender differences in achievement motivation suggests that there were significant differences in achievement motivation (Mary Devakumar, 2018; Žitniaková-Gurgová, 2016). However, in some studies, the gender difference was small or nonsignificant (Faakye, 2020; Utomo & Zubaidah, 2020). But, it cannot be definitively generalised; they are valid mainly for specific research samples.

Teachers in schools must be able to recognize how each student develops according to their respective abilities when dealing with the various characteristics of students. Self-esteem that develops in students indicates the child's feelings and psychological state about one's own image and how it affects other aspects. This is something that teachers rarely pay attention to; education in Indonesia still focuses on cognitive aspects, despite the fact that children's psychological health has a significant impact on their motivation to learn. As a result, the goal of this study is to discover a link between self-esteem and achievement motivation in the context of gender differences which can be used as examples and lessons for improving and developing education based on students' psychological aspects.

In this study, the fifth-grade primary school students were involved as a research subject to (1) anticipate the issues/ findings that may arise in students so that we still have a great chance to enhance their learning process before graduation. (2) unique characteristics in attitudes and behaviour of students within the age range from 10 to 11 years old. Primary school is the formal operational stage, where students have started high-level thinking, to escape from the bonds of the old, and to absorb new things they encountered, try these things and comment (Kusumasari, 2015). This study will attempt to find a correlation between self-esteem and achievement motivation of the 5th-grade elementary school students regarding gender group. In particular, the association of self-esteem and achievement motivation will be systematically and comprehensively investigated.

Research Method

This research is quantitative with correlational research methods. The subjects have consisted of 260 students (137 boys and 123 girls) who came from 12 public schools in the fifth grade of primary school in Tasikmalaya City, Indonesia. Due to the general national

assessment, which was also taken by a fifth-grade student, a fifth-grade student was chosen for this study.

This research used the Rosenberg Self Esteem Scale (1965) and McClelland Motives Theory scale (1961) for measuring self-esteem (SE) and achievement motivation (AM), respectively. In particular, the SE questionnaire consists of 10 agreement or disagreement statements (with a 4-point scale) On the other hand, the AM instrument) a consists of 26 closed statements (agreement or disagreement) covering three types of achievement goals namely achievement, affiliation and power. (with 5 point scale)

The questionnaire were validated by experts before data collection Hereafter, the collected data were further analyzed for validity and reliability using statistical methods (t-test) using SPSS version 28. According to Sugiyono (2016), if the validity test results produce a value of sig (2-tailed) (0.05), the instrument is declared valid. As For both instruments that used for measuring self-esteem and achievement motivation, a significant number (sig. 2-tailed) is less than 0.05 for all question, that's mean the instrument is valid for collecting data. And for reliability that shows in Table 1, we used a reliability test that found Cronbach's Alpha is 0.617 for the self-esteem instrument (moderate) and 0.748 (high) for the achievement motivation instrument, which means that both instruments are reliable to collect data. After that, we also used SPSS Pearson correlation to assess the relationship between self-esteem and achievement motivation and t-test to assess gender effect for both variables.

Table 1. Reliability Statistics

	Cronbach's Alpha	N of Items
Self-esteem Instrument	.617	10
Achievement Motivation Instrument	.748	26

Results and Discussion

The descriptive analysis namely the mean, standard deviation, variance skewness, kurtosis for both variable (Self-esteem and achievement motivation) can be seen in Table 2 and 3.

Table 2. Descriptive Analysis of Self-Esteem

	Sum	Mean	Std. Deviation	Var	Skewness	Kurtosis
1	840	3.230	.681	.464	-.25	.151
2	653	2.511	.732	.537	-.25	.151
3	803	3.088	.763	.583	-.41	.151
4	750	2.884	.757	.574	-.23	.151
5	650	2.500	.807	.653	-.31	.151
6	671	2.580	.872	.762	-.16	.151
7	810	3.115	.741	.550	-.42	.151
8	857	3.296	.796	.634	-1.18	.151
9	710	2.730	.748	.560	-.46	.151
10	860	3.307	.706	.500	-.78	.151

Table 3. Descriptive Statistics of Achievement Motivation

	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis
					Statistic	Std. Error
1	1124	4.323	.605	.366	-.609	.151
2	982	3.776	1.092	1.193	-.765	.151

3	998	3.838	.952	.908	-.777	.151	-.001	.301
4	1041	4.003	1.081	1.170	-.912	.151	-.172	.301
5	1192	4.584	.689	.475	-2.373	.151	8.094	.301
6	919	3.534	1.292	1.671	-.618	.151	-.831	.301
7	787	3.026	1.447	2.096	-.032	.151	-1.337	.301
8	727	2.796	1.097	1.205	.200	.151	-1.044	.301
9	955	3.673	1.060	1.124	-.588	.151	-.555	.301
10	1139	4.380	.759	.576	-1.564	.151	3.476	.301
11	1007	3.873	.897	.806	-.747	.151	.699	.301
12	1038	3.992	.978	.957	-.931	.151	.797	.301
13	994	3.823	.962	.926	-.739	.151	-.110	.301
14	1110	4.269	.952	.908	-1.561	.151	2.181	.301
15	1156	4.446	.664	.441	-1.275	.151	2.785	.301
16	861	3.311	1.731	3.011	6.479	.151	77.249	.301
17	1094	4.207	.830	.690	-1.056	.151	1.216	.301
18	807	3.103	1.040	1.082	-.002	.151	-.601	.301
19	964	3.707	1.201	1.443	-.605	.151	-.745	.301
20	1056	4.061	.876	.768	-1.160	.151	1.656	.301
21	991	3.811	1.276	1.628	-.844	.151	-.584	.301
22	1148	4.415	.850	.723	-1.938	.151	4.221	.301
23	957	3.680	1.202	1.446	-.640	.151	-.661	.301
24	815	3.134	1.119	1.252	-.185	.151	-.722	.301
25	1195	4.596	.6354	.404	-1.685	.151	3.123	.301
26	981	3.773	1.302	1.697	-.807	.151	-.555	.301

The research findings of this study can be categorized as follow : (1) Self-esteem of the 5th-grade student of primary school, (2) Self-esteem of the 5th-grade student of primary school, (3) correlation of self-esteem with achievement motivation of the 5th-grade student of primary school, (4) Gender dependence on self-esteem with achievement motivation of the 5th-grade student of primary school.

The self-esteem of the 5th-grade student of primary school

The self-esteem of the 5th-grade students of primary school derived from 12 public schools is presented in figure 1. Fig 1 demonstrates the self-esteem level of 5th-grade students based on gender where it is predominantly categorized in normal level for both boys and girls group while the rest are distributed into high and low levels. Interestingly the boys' group are superior to the girl's group regarding self-esteem of the high and normal level.

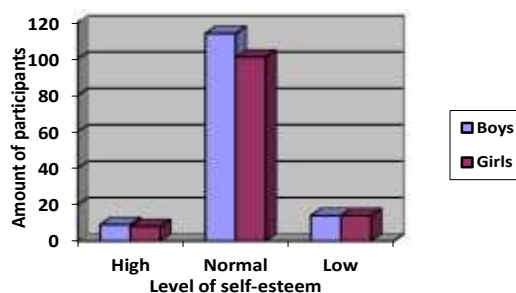


Figure 1. Level of Self-esteem

Achievement motivation of the 5th-grade student of primary school

The achievement motivation of the 5th-grade students of primary school derived from 12 public schools in Tasikmalaya presented in figure 2. Fig 2 shows the achievement motivation level of 5th-grade students based on gender where it is predominantly categorized in high level for both boys and girls group while the rest are distributed into normal levels. Interestingly there is no data appeared for a low level of achievement-motivation in both genders group.

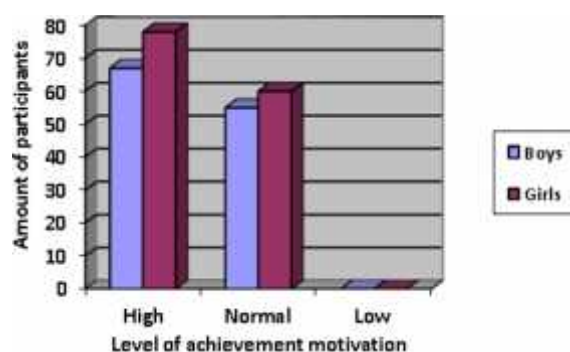


Figure 2. Level of Achievement Motivation

Correlation of self-esteem with achievement motivation of the 5th-grade student of primary school

The correlation of both variables of the 5th-grade students of primary school derived from 12 public schools in Tasikmalaya is presented in table 4.

Table 4. Correlation of Self-esteem and Achievement Motivation

		SE	AM
SE	Pearson Correlation	1	.143*
	Sig. (2-tailed)		.021
	N	260	260
AM	Pearson Correlation	.143*	1
	Sig. (2-tailed)	.021	
	N	260	260

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

To find a correlation between self-esteem and achievement motivation we continue the analysis using Pearson correlation. Table 4 shows that there is a significant relationship between self-esteem and achievement motivation (Sig (2-tailed) is .21 (>0.05).

Gender dependence on self-esteem with achievement motivation of the 5th-grade student of primary school

To understand the effect of students gender variables on self-esteem and achievement motivation we continued the analysis using an independent t-test as shown in Tables 5 and 6. Based on Table 5, we found the number of boys participants is 137 and for girls, it is 123. Thus, with statistical description, it can be concluded that there is a mean difference between the two gender groups. To prove that the difference is significant, it can be seen from table 6.

Table 5. Group Statistic

	Group Of Gender	N	Mean	Std. Deviation	Std. Error Mean
Total SE	Boys	137	29.4964	3.56685	.30474
	Girls	123	28.7236	4.27402	.38538
Total AM	Boys	137	99.3723	10.56284	.90244
	Girls	123	99.0244	9.67883	.87271

Based on the data in table 6, it is known that the value of Sig Levene's test for equality of variance is 0.794 for self-esteem and 0.522 for achievement motivation. So it can be interpreted that the groups of girls and boys in self-esteem and achievement motivation are homogeneous. So that the interpretation of the independent sample test output table sees the value at equal variances assumed. Given the value of Sig. (2-tailed) of self-esteem is 0.113 and 0.783 for achievement motivation. Both of them are > 0.05 . As a result of using the independent sample t-test as the basis for decision making, it is possible to conclude that there is a significant difference in average achievement motivation between the groups of boys and girls.

Furthermore, the mean difference values are 0.772 (self-esteem) and 0.387 (achievement motivation). This value shows the difference between the results of both variables in the group of genders, with a 95% confidence interval of the difference between the lower and upper.

Table 6. Independent t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference	
									Lower	Upper
Total Self Esteem	Equal variances assumed	.069	.794	1.588	258	.113	.7727	.4865	-.1853	1.7309
	Equal variances not assumed			1.573	238.589	.117	.7727	.4913	-.1950	1.7406
Total Achieveme- nt Motivation	Equal variances assumed	.411	.522	.276	258	.783	.3478	1.2613	-2.1359	2.8316
	Equal variances not assumed			.277	257.888	.782	.3478	1.2554	-2.1242	2.8200

Discussion

This study aims to analyze how the relationship between self-esteem and achievement motivation in various groups of gender in Fifth-grade Students in Tasikmalaya, Indonesia. In this study, we specialize in choosing the age of 10–11-year-old students, which is equivalent to the age of fifth grade in elementary school. We chose this age based on the national primary school assessment in Indonesia, which focuses on fifth-grade students (Nurjanah, 2021). We try to shed some light on these findings to comprehend them more thoroughly and clearly.

The self-esteem of the 5th-grade student of primary school

As compared to previous times, children at the age of formal school experience several different situations. The children will meet and be in a new environment when he or she enters primary school (Aini, 2018). This circumstance might cause a variety of psychological issues in the student, including the level of self-esteem. This study shows that

most students are at a normal level of self-esteem. It can be told that a student in fifth grade had a normal level of self-esteem.

Regarding the result of this study, self-esteem is seen not only as a fundamental component of mental health, but also as a protective factor that helps to better health and constructive social behaviour by acting as a barrier against the effect of negative circumstances (Mann, Hosman, Schaalma, & Vries, 2004). The normal level had shown a good level of self-esteem as a basis for fifth-grade students before facing the next step in education level because the development of self-esteem starts as early as childhood and continuously developed through their life (Ghilay & Ghilay, 2015). This is a good basis for students to face the next level of education.

On the other side, we still had a low level of self-esteem in 5th-grade students of primary school (figure 1). The development of a child's self-esteem is highly influenced by the environment where they are raised. The factors that affect a level of self-esteem are: 1) the parent-child relationship; 2) the means used to cope with the child's undesirable emotions; 3) self-acceptance; and 4) social behaviour (Hosogi et al., 2012). As children grow, the areas where they build relationships expand wider, including in school. They begin to find themselves based on mutual relationships with teachers and friends from school. To put it another way, students with low self-esteem are more likely to have social or disciplinary problems in line with problem behaviours.

In the questionnaire that we used, referring to the Rosenberg self-esteem scale, the statements generally discussed positive views of themselves. This can be said for students with low self-esteem levels; they tend not to be confident in themselves. It is a really serious thing that teachers have to know and be aware of that. In another study that has been carried out, there is a relationship between the role of teachers and students' self-confidence. To boost confidence in the students, the teacher must be personality and set an example. Teachers are supposed to inspire confidence and provide advice and encouragement to students' attitudes in every learning process so that they understand the significance of personality in behaviour and have a strong sense of self-confidence in the learning process at school and everyday life and also to the community and lead to have a good level of self-esteem (Nora, Suntoro, & Yanzi, 2017).

Achievement motivation of the 5th-grade student of primary school

Achievement motivation is a significant part of the lives of Indonesian students (Ahmed, Asim, & Pellitteri, 2019). So far there is a limitation study of achievement motivation, especially in fifth grade. Typically, research on achievement motivation for the elderly, retirement age, or age range is different with special conditions. Our current study seeks to understand it at the fifth-grade primary level in Tasikmalaya, Indonesia.

As the result of this study, we found there are no students with low levels of achievement motivation (figure 2). It indicates that all students have a belief and confidence level in terms of 3 aspects, namely power, affiliation, and, achievement based on David McClelland theory. Based on our instrument in power aspect shown that the student emphasizes the need to be influential, powerful, and meaningful in this area of strength. There is a strong desire for them to take the lead and for their ideas to succeed and also a desire to improve one's position and reputation. For affiliation, aspect is driven by the need to connect with other students and requires social interactions. The student needs to be liked and respected and work well in groups. For the achievement aspect, students strive for success, setting reasonable yet ambitious objectives, having the courage to take on new challenges, and making achievements at school (Mary Devakumar, 2018). A high and normal level of

achievement motivation explained that certain individuals are more motivated to achieve than others. Thus we see that achievement motivation is an important factor in any students life (Werdhiastutie, Suhariadi, & Partiw, 2020).

Teachers' attitudes during classroom learning activities can affect the development of achievement motivation in students. Teachers can use different classroom strategies to improve achievement motivation in students, such as telling stories of great achievements, giving motivation personally to a student and creating an adequate learning environment. Teachers should implement a variety of teaching approaches and make use of available resources to ensure that students learn as much as possible without becoming bored (Kholisiyah & Indriayu, 2018; Mbaegbu, 2019). It will make a student enjoy the process of learning in school and always be ready and confident, leading to a higher level of achievement motivation.

Correlation of self-esteem with achievement motivation of the 5th-grade student of primary school

The result of this research confirms that there is a significant relationship between both variables. Self-esteem is one of the psychological aspects that are critical for students to complete physical education classes, as it generates motivation and self-confidence in the classroom (Jumareng & Setiawan, 2021; Rahmani, 2011). Several previous studies have found that students with strong self-esteem can enhance their ability faster than others, leading to better academic achievement (Chen et al., 2011).

Oh the other hand, the fundamental problem with self-esteem issues is that students become more concerned with how their classmates see them rather than their academic aspect (Hiskin, 2011). Children with low self-esteem are more likely to suffer psychological and social issues. Assessment self-esteem for children is very important and can be a valuable tool for understanding their history and present situations, as well as for evaluating psychological aspects that will happen (Hosogi et al., 2012). Thus, it can be concluded that to attain optimal results in the learning process, a student must have a high level of self-esteem.

To improve students' learning motivation, the psychological factors that support it, such as self-esteem, must first be addressed. If a student has strong self-esteem, he or she is more likely to be motivated to succeed. As a result, it's critical to pay attention to other factors that may have an impact on students' self-esteem. Problems at home, in addition to difficulties at school, frequently impact students' self-esteem. So, good communication between the school, particularly between teachers and students' parents, is important. Aside from communication, teachers and parents play equally important responsibilities in student psychology and character development. As an example and a guide to help children develop morals, good habits, and feelings of safety is one of the methods used by parents and teachers in developing character education (Ramdan & Fauziah, 2019).

Besides that, children's development of high self-esteem is dependent on successful peer relationships. They develop self-confidence and high self-esteem as a result of social approval, whereas rejection from peers and loneliness develop self-doubts, bad self-image, and low self-esteem. Once they feel enjoy the relationship with a friend, the level of self-esteem and achievement motivation will be better also (Jain & Dixit, 2014). For this reason, the ability to get along is very necessary for students

Gender dependence on self-esteem with achievement motivation of the 5th-grade student of primary school

The next finding in this study is that there is a significance in different levels of self-esteem and achievement motivation in various groups of gender. This is a result of using the independent sample t-test as the decision-making basis. Based on the results of the study, it was found that the average self-esteem value of boys (29.49) was greater than that of girls (28.72). Boys tend to have better self-esteem than girls during youth. The simplest explanation is related to gender roles, with boys being more confident and self-confidence having associated with masculinity. Furthermore, girl's friendships tended to focus on concerns of intimacy, love, and emotions, whereas boy's friendships tended to focus on power and excitement (Agam et al., 2015). In Indonesian culture, we still know the term "patriarchy," where men tend to have more power than women. Although this happens only in some parts of Indonesia. On another study, girls are considered to show more guilt, shame, and embarrassment, whilst boys are accused of showing more pride, But this can change with age and other factors (Jain & Dixit, 2014).

The level of achievement motivation of boys and girls differ significantly. The mean score of boys is higher than the girls. Studies by Mary Devakumar (2018) reported gender differences in achievement motivation, however, these findings may differ from society to society. They cannot be fully generalised, as we also expected; they are valid mainly for our research sample. In a patriarchal culture, such as much of Indonesian culture, parents may put more emphasis on boys to get higher academic results than girls. Despite that, the trend appears to be changing, if parents are more educated and start to consider boys and girls as equals in the academic result. (Mary Devakumar, 2018; Žitniaková-Gurgová, 2016). This is must be a concern by the teacher that both boys and girls have the right to get the same education to achieve the same high of achievement motivation as well.

Conclusion

This study provides evidence that there is a significant relationship between self-esteem and achievement motivation in the fifth grade of the student. There is a significantly different level of self-esteem and achievement motivation among various groups of gender boys and girls. Based on that It takes the role of schools, teachers, classmates, and parents to shape students' character and self-confidence which will lead students to have high self-esteem and high achievement motivation as well.

In this study, there is a limitation, namely the subject used only come from one type of school (public school) in Tasikmalaya, Indonesia. Nevertheless, the implication of this research can provide information and description for teachers about the importance of self-esteem and achievement motivation. With that information, the teacher can give more attention to making a student have high-self esteem which can affect their achievement at the academic level.

Recommendation

Recommendations for primary school teachers to pay attention to aspects of students' self-esteem and psychology because they can affect students' spirit and motivation when learning. Teachers must be capable of carrying out good classroom management in order to support the development of positive self-esteem, which has an impact on academic success and the development of positive student character as a future provision. Future research needs to be done to investigate the factors that cause a different level of self-esteem and achievement motivation in the fifth grade of the student and how to solve that. More importantly, future



researchers may need to investigate the external factor (from family) that can affect a level of self-esteem and achievement motivation.

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