Appraising The Influence of Self Esteem and Emotional Intelligence on Achievement Motivation Among Selected Private Secondary School Students in Lagos State, Nigeria

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Abstract

Low achievement motivation among secondary students is a serious problem that can have a lasting effect on their academic success. Students may lack motivation because of a variety of factors, such as lack of interest in the subject matter, feeling overwhelmed or discouraged by the difficulty they face. This study employed a cross-sectional research design. Findings of the study reveals that self-esteem ($\beta = -.325$; $t = -4.710$; $P < .000$) significantly, independently predicts achievement motivation. Also, emotional intelligence ($\beta = .097$; $t = 3.848$; $P < .000$) significantly, independently predicts achievement motivation among private secondary school students in Lagos. The result showed that self-esteem ($\beta=.093$; $t= 3.822$; $p<0.05$) and emotional intelligence ($\beta=.263$; $t= 4.798$; $p<0.05$) jointly predict achievement motivation among private secondary school students in Lagos State. The study recommends that individual counseling services or mentoring programs should be made available to assist students in developing their self-esteem and emotional intelligence. Promoting collaborative learning environments and peer support systems can have a positive impact on students' self-esteem and emotional intelligence. Group projects, team-building activities, and peer mentoring programs foster a sense of belonging and create opportunities for students to develop interpersonal skills, empathy, and emotional resilience. By working together and supporting one another, students can enhance their overall well-being and academic growth.

Keywords: Achievement Motivation, Counseling, Emotional Intelligence, Self-Esteem, Private Secondary School, Students.

Introduction

The influence of self-esteem and emotional intelligence on achievement motivation has been widely explored in educational research, especially in understanding how these psychological factors shape student performance. This study focuses on students from selected private schools in Lagos, a dynamic city where competition and academic excellence are highly emphasized. Self-esteem, which refers to an individual's sense of worth and confidence, plays a significant role in shaping students' beliefs about their abilities and their potential to succeed. Students with high self-esteem are more likely to set challenging goals and persist in the face of difficulties, while those with low self-esteem may struggle with self-doubt and fear of failure.

On the other hand, emotional intelligence (EI) refers to the ability to recognize, understand, manage, and utilize emotions effectively. High emotional intelligence can help students navigate the emotional challenges associated with academic pressure, peer relationships, and personal expectations. Students with higher emotional intelligence are often better equipped to manage stress, communicate effectively, and maintain a positive attitude toward learning, all of which are essential for sustaining achievement motivation.

In the context of the study, understanding the influence of self-esteem and emotional intelligence on achievement motivation among secondary school students is crucial as they are at a critical stage of identity formation and personality development. During adolescence, self-esteem and emotional intelligence become particularly important as students face academic, social, and personal challenges. These factors can significantly shape their achievement motivation at this stage. Also, secondary school students, especially in private schools, often face high expectations to perform academically from their parents owing to the amount expended in giving them such education, because of their elitist nature, which when compared to those who go to public schools is a lot of financial investment. Understanding how self-esteem and emotional intelligence influence their achievement motivation can provide insights into improving educational outcomes and student well-being in high-pressure environments.

1. Achievement Motivation

Achievement motivation is defined as a drive or desire to accomplish or achieve a goal or a certain performance level. This type of motivation is often linked to high levels of achievement in school, sports, and work. It is also associated with seeking out challenges and feeling satisfaction from completing tasks or overcoming obstacles.[1]. People who have a high level of achievement motivation tend to be self-motivated, highly organized, and extremely focused. At its core, achievement motivation is the desire to better oneself and to reach higher levels of success through hard work and dedication. It is the drive to reach a certain goal, whether it is a personal goal or something more ambitious. It is also often associated with feelings of pride, satisfaction, and accomplishment when that goal is achieved.[2]

Achievement motivation is a psychological phenomenon in which individuals strive to attain success or high levels of performance in a given goal. It involves the internal drive to strive for excellence, to reach a certain standard of achievement, or to compete against others. Achievement motivation is typically seen as one of the primary motivators of behavior, and is often seen as a key factor in success and overall well-being.[3] It can be cultivated in individuals through positive feedback and reinforcement, and can also be developed through setting challenging goals and engaging in activities that test and expand one's capabilities.

Achievement motivation is an important factor in the success of secondary school students in Nigeria. The ability to strive for excellence in academic pursuits is essential for students to reach their full potential. With the right motivation, students can stay focused on their goals and strive to be the best they can be. In Nigeria, secondary school students are often driven by the fear of failure or the fear of not living up to their parents' or society's expectations.[4] This fear often leads to anxiety and can disrupt their learning process. To overcome this, students need to understand the importance of achievement motivation and how it can help them reach their goals.

Achievement motivation is a term used to describe the drive to succeed in students. It is an important factor in academic performance and is particularly relevant in Nigeria, where educational standards are highly competitive. Nigerian students are highly motivated to achieve academically and often have strong aspirations for education. This is likely due to the importance placed on education in Nigerian culture, as well as the country's long history of academic excellence. Nigerian students are driven to

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[1] Brunstein, J. C., and Heckhausen, Jutta, 'Achievement motivation', in R. J. Sternberg, and S. B. Kaufman (eds.), The Cambridge Handbook of Creativity, 2nd edn. (Cambridge University Press, 2018), pp. 171-190.

[2] Singh, K., 'Achievement motivation and achievement-related cognitions: A cognitive model of achievement motivation', Educational Psychology, 31(3), 2011, 355-376.

[3] Wigfield, A.., and Cambria, J., 'Students' achievement values, goal orientations, and interest: Definitions, development, and relations to achievement outcomes', Developmental Review, 30(1), 2010, 1-35.

[4] Akpan, A. S., and Umobong, I. U., 'Achievement motivation and academic performance among secondary school students', Mediterranean Journal of Social Sciences, 411 (in Nigeria), 2013, 109–116.

excel in the classroom, with many having a goal of achieving higher education.[5] This is not only to gain qualifications and knowledge, but also to use these skills to contribute to the development of the country.

Achievement motivation is also enhanced by the availability of scholarships and other incentives, which can provide students with the opportunity to further their studies or gain access to better resources. This further encourages students to strive for excellence and reach their highest potential. Finally, the Nigerian school system places a strong emphasis on discipline and attendance, which can help to motivate students to stay focused on their academic goals. This creates an environment where students are encouraged to strive for success and be their best.[6]

2. Self-Esteem

Self-esteem is an individual's overall sense of self-worth or personal value. It is a reflection of how we view ourselves, and is determined by an individual's thoughts and beliefs about themselves.[7] The importance of self-esteem is that it affects how we feel about ourselves and how we interact with others. When we possess a healthy self-esteem, we tend to feel confident and secure, and are better able to cope with challenges of life. Low self-esteem can lead to feelings of insecurity and self-doubt, and can prevent us from reaching our full potential. To improve self-esteem, it is important to practice self-care, focus on positive thoughts and behaviors, and take time to recognize and celebrate accomplishments.

It is a core component of psychological health and is based on an individual's self-perception. Low self-esteem can lead to feelings of worthlessness, depression, and insecurity, while high self-esteem can lead to increased confidence, resilience, and authenticity.[8] Self-esteem is shaped by our early life experiences and is influenced by our parents, peers, culture, and society. Succinct to point out that self-esteem is subjective and does vary from person to person. For example, an individual with a high self-esteem might view themselves as a valuable and capable person, while an individual with low self-esteem might view themselves as inadequate and unworthy. Individuals with high self-esteem are more likely to be motivated to set goals, and take decisive actions to achieve their goals as against those with rather low self-esteem.

People with low self-esteem, on the other hand, are less likely to take risks or take action to achieve their goals. They may feel unworthy of success or lack the confidence to pursue their goals. Low self-esteem can lead to feelings of hopelessness or apathy, which can further prevent them from taking action or striving for success. There is a complex and dynamic relationship between self-esteem and achievement motivation. People with high self-esteem tend to have more motivation to achieve, while those with low self-esteem may struggle with motivation.[9] However, achievement can also lead to increased self-esteem. When people are successful and achieve their goals, they feel a sense of accomplishment which can bolster their self-esteem.

According to Daniel Goleman in 1995, emotional intelligence (EI) is the ability to identify, understand, and manage one's own emotions, as well as the emotions of others. It involves recognizing and

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[5] Ejiobi-Okeke, B. N., and Samuel, A. B., 'Achievement motivation and academic performance of secondary school students in Nigeria: A study of selected schools in Lagos State', International Journal of Progressive Sciences and Technologies, 27(1), 2021, 27-36.

[6] Okoro, C. S., and Udoh, U. C., 'Achievement motivation as correlate of students' academic performance in mathematics: A study of senior secondary schools in Uyo Metropolis, Akwa Ibom State, Nigeria', International Journal of Education and Research, 2(3), 2014, 275-290.

[7] Orth, U., and Robins, R. W., 'The development of self-esteem', Current Directions in Psychological Science, 23(5), 2014, 381-387.

[8] Zeigler-Hill, V., 'Self-esteem', in The Encyclopedia of Cross-Cultural Psychology, (John Wiley & Sons, 2013), pp. 1076-1079.

[9] Lee, C., 'Self-esteem and achievement motivation: The moderating effect of age', Personality and Individual Differences, 137, 2019, 285-290.

understanding how emotions can affect one's behavior, thoughts, and decisions.[10] A person with a high level of emotional intelligence is better able to handle stress, communicate effectively, resolve conflicts, and recognize and respond appropriately to the emotions of others.[11] EI is thought to be an important factor in success in life. It can help individuals to better understand their own emotions, as well as the emotions of others, which can improve their relationships and help them to become more successful in both personal and professional settings.

EI can also help people to better manage stress and difficult situations. People with a higher level of emotional intelligence typically have better self-awareness and are better able to recognize when they are feeling overwhelmed or stressed. This allows them to take steps to address the issue and manage their emotions in a healthier way. Furthermore, people with a high level of emotional intelligence typically have better interpersonal skills. They are better able to recognize and respond appropriately to the emotions of others, which can help them to build stronger relationships and foster a more positive work environment.[12]

Achievement motivation is the desire to succeed and accomplish goals. It is an innate drive to excel and accomplish goals. Individuals who possess achievement motivation tend to seek out challenging tasks, set personal goals, and persistently work towards the attainment of such goals. This can be influenced by a variety of factors, including emotional intelligence. Previous studies have found that individuals with higher levels of emotional intelligence are more likely to have higher achievement motivation. This is likely due to the fact that individuals with higher EI are better able to understand and manage their own emotions, as well as those of others. As such, they are better able to recognize and respond to the emotional cues associated with success and achievement, which can lead to greater motivation to succeed. [13]

Achievement motivation is the internal drive that compels individuals to pursue excellence and achieve their goals. It is shaped by a combination of internal and external factors, including self-esteem and emotional intelligence. This study seeks to examine how these two psychological constructs influence the achievement motivation of selected private school students in Lagos. By doing so, it aims to highlight ways schools can create environments that nurture not only academic success but also the emotional and psychological well-being of students.

3. Statement of the Problem

Low achievement motivation among secondary students is a serious problem that can have a lasting effect on their academic success. It is possible that students' motivation are due to a variety of factors, such as lack of interest in the subject matter, feeling overwhelmed or discouraged by the difficulty of the material, or feeling that the rewards for success are not worth the effort required. The study of the influence of self-esteem and emotional intelligence on achievement motivation is motivated by the need to better understand the psychological factors that influence students' academic success. Self-esteem and emotional intelligence are two important psychological constructs that have been linked to academic achievement, and thus the study of their influence can yield valuable insight into how students can be helped to reach their academic goals. Self-esteem is a measure of how much a person values and believes in themselves, and it is known to impact a person's ability to set and achieve goals. Emotional intelligence has been linked to improved academic performance at various levels of educational endeavours. Understanding how these two psychological constructs interact to influence achievement motivation can help teachers and parents better support students in reaching their academic goals.

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[10] Goleman, D., Emotional Intelligence: Why It Can Matter More Than IQ, (Bantam Books, 1995).

[11] Serrat, O.., and Serrat, A., 'Emotional intelligence', in Knowledge Solutions, (Springer, 2017), pp. 241-249.

[12] Ackley, Bonnie, 'Emotional intelligence and nursing leadership', Journal of Nursing Management, 24(1), 2016, 66-71.

[13] Gharetepeh, A., Safari, Y., Pashaei, T., Razaei, M., and Kajbaf, M. B., 'Emotional intelligence as a predictor of self-efficacy among students', International Journal of Educational and Psychological Researches, 1(2), 2015, 41–44.

Previous research has explored the influence of self-esteem and emotional intelligence on achievement motivation. Studies have found that self-esteem is positively associated with achievement motivation, and that emotional intelligence is a predictor of academic performance.[14] Additionally, research has revealed that higher levels of self-esteem and emotional intelligence are associated with greater levels of academic motivation and performance.[15] The current researcher intends to investigate the influence of self-esteem, emotional intelligence on achievement motivation. Specifically, the researcher is interested in exploring how self-esteem and emotional intelligence independently influence achievement motivation. The researcher is also interested in exploring the ways in which self-esteem and emotional intelligence interact to influence achievement motivation. There may be limited research on how these psychological constructs interact specifically within the Nigerian context, particularly in Lagos. Conducting this study among secondary school students in private schools can contribute valuable data to the field of educational psychology in Nigeria.

4. Objectives of the Study

This study specifically aims to examine;

1. The influence of self-esteem on achievement motivation among Private secondary school students in Lagos.

2. The influence of emotional intelligence on achievement motivation among Private secondary school students in Lagos.

3. The joint influence of self-esteem and emotional intelligence on achievement motivation among Private secondary school students in Lagos

5. Research Questions

The following questions are put forward for answers in this study.

1. Will self-esteem significantly influence achievement motivation among Private secondary school students in Lagos?

2. Will emotional intelligence significantly influence achievement motivation among Private secondary school students in Lagos?

3. Will self-esteem and emotional intelligence jointly influence achievement motivation among Private secondary school students in Lagos?

6. Theoretical Review

6.1 Self-Determination Theory

Self-determination theory (SDT) is a theory of motivation, personality, and well-being that views human behavior as the result of an individual's psychological and social needs and the extent to which these needs are met.[16] Self-Determination Theory was developed in 1985 by Edward Deci and Richard

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[14] Magnano, P., Craparo, G., Paolillo, A., and Costanzo, G., 'The role of self-esteem and emotional intelligence in students' achievement motivation', International Journal of Psychology, 51(5), 2016, 348-354.

[15] De Castella, K., and Byrne, D., 'My intelligence may be more malleable than yours: The revised implicit theories of intelligence (self-theory) scale is a better predictor of achievement, motivation, and student disengagement', European Journal of Psychology of Education, 30, 2015, 245–267.

[16] Deci, E. L., and Ryan, R. M., 'Self-determination theory', in P. A. M. Van Lange, A. W. Kruglanski, and E. T. Higgins (eds.), Handbook of theories of social psychology, (Sage Publications Ltd, 2012), pp. 416–436. https://doi.org/10.4135/9781446249215.n21.

Ryan. SDT suggests that human beings have three basic psychological needs: autonomy, relatedness, and competence. Autonomy refers to individuals' feelings of control and independence, relatedness to feelings of connectedness to others, and competence to feelings of effectiveness and mastery. According to SDT, at the satisfaction of these needs, individuals will experience intrinsic motivation, well-being, and personal growth. Conversely, not meeting these needs will lead to individuals experiencing decreased motivation, reduced well-being, and a lack of personal growth. As such, SDT suggests that utilizing strategies to meet these needs can lead to greater well-being and greater motivation.

6.2 Expectancy Theory

Expectancy Theory is a motivational theory developed by Victor Vroom in 1964. This theory proposes that behaviour is determined by the expectation of an outcome. People decide to act in a certain way based on their belief that a certain outcome will be achieved.[17] The proposition of the theory is that people will be motivated to act if they believe that their effort will lead to a desired outcome. This theory is based on three core components: expectancy, instrumentality, and valence. Expectancy is the belief that an individual can successfully complete a task and achieve a desired outcome. It is based on an individual's skills, abilities, and knowledge. If an individual believes that they can successfully complete a task, then they will be more likely to take action. Instrumentality is the belief that performance will be rewarded or lead to a particular outcome. Valence is the importance or value that an individual places on the expected reward or outcome.

6.3 Social Comparison Theory

Social Comparison Theory proposes that every individual has an innate need to compare themselves to others in order to assess their own opinions, abilities and worth. This theory was first introduced by Leon Festinger in 1954, and is still applicable today. The basic premise of the theory is that people will compare themselves to others so as to gain a sense of self-esteem and belonging. They do this by looking at others who are perceived to be similar to them, in terms of physical characteristics, abilities, or socio-economic status. They also compare themselves to those who are seen as having higher or lower levels of success than themselves.

The theory suggests that when people compare themselves to others, they will assess how they stack up and adjust their own self-perception accordingly. If they find that they are better than the other person in some way, they will feel better about themselves. However, if they find that the other person is better, they may feel worse about themselves. This type of comparison may lead to both positive and negative emotions.[18] The theory also suggests that people may use social comparison as a way of motivating themselves. If they are comparing themselves to someone who is more successful, it can encourage them to strive to achieve the same level of success.

7. Hypothesis

1. Self-esteem will significantly influence achievement motivation among Private secondary school students in Lagos

2. Emotional intelligence will significantly influence achievement motivation among Private secondary school students in Lagos

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[17] Vroom, V., Porter, L., and Lawler, E., 'Expectancy theories', Organizational behavior, 1, 2015, 94-113.

[18] Buunk, B. P., and Schaufeli, W. B., 'Burnout: A perspective from social comparison theory', in Professional burnout: Recent developments in theory and research, (CRC Press, 2018), pp. 53-69.

3. Self-esteem and emotional intelligence will jointly influence achievement motivation among Private secondary school students in Lagos

8. Method

8.1 Research Design

This study employed a cross-sectional research design. Self-esteem and emotional intelligence are two of the study's dependent variables. Achievement motivation was the independent variable. This allows for data collection across the various levels of educational classes at the same time from the identified population of the study.

8.2 Participants

The participants for this study were drawn through purposive sampling. 234 students of selected private secondary schools in Lagos State were selected for the study. Brain Builder International College and Konsol Private College, both located in the Egbeda area of Lagos State were the schools chosen for the study. The participants come from the junior and senior sections of the school based on the classification of the educational system in operation in Nigeria. The respondents cut across both genders, and the schools comprises students from Junior Secondary Classes 1-3 to Senior Secondary Classes 1-3. However, the research focused on the Senior Secondary Classes 1-3 because they are relatively advanced in age than the junior ones, and they are at the stage of identity formation and self-awareness which shapes their concerns for self-esteem, emotional intelligence, and achievement motivation.

8.3 Instrument

Section A comprised of socio-demographic variables which includes age, religion and gender. Section B consisted of the Wong and Law Emotional Intelligence 16-Item Scale is a measure of a person's ability to recognize and manage their emotions, as well as the emotions of others. The scale consists of 16 items scored on a 7-point scale whose answers are in the range of "Strongly Disagree" to "Strongly Agree". The items measure a person's ability to identify emotions, understand emotions, and use emotions to facilitate thinking, as well as to manage emotions and regulate emotions. The scale has been found to be a valid and reliable measure of emotional intelligence. In a study conducted by Wong and Law (2002), the scale was found to have an overall reliability coefficient of .84. Additionally, the scale was found to have convergent validity, as it was significantly correlated with other measures of emotional intelligence.

Section C comprised of the Rosenberg Self-Esteem Scale is a 10-item self-report scale that measures global self-esteem. The scale was developed by sociologist Morris Rosenberg in 1965. The items on the scale are designed to measure how positively or negatively a person feels about themselves overall. The scale uses a 4-point Likert-type scale which ranges from strongly agree to strongly disagree.

Section D comprised of the Achievement Motivation Scale (AMS) is an assessment tool designed to measure an individual's intrinsic motivation to achieve. It was developed by Lang and Fries in 2006 based on theory from the field of motivational psychology. The AMS consists of a series of questions that assess an individual's drive and desire to achieve, their level of self-confidence in their ability to achieve, and their willingness to take risks in pursuit of their goals. The AMS is designed to be used in both educational and workplace settings to identify individuals with high levels of motivation to achieve, as well as to measure the effectiveness of motivational interventions. The AMS has been validated in a range of studies and is in widespread use in educational and workplace settings. The AMS has shown to have a Cronbach's alpha coefficient of .89, indicating a high degree of internal

consistency.[19] Additionally, the AMS has been validated against other measures of motivation and has been found to be a valid measure of achievement motivation.

8.4 Results

Two hundred and fifty (250) copies of the questionnaire were administered, with two hundred and thirty four (234) retrieved and then committed for statistical analysis.

Table 1. Demographic Characteristics of Respondents

Variables		Frequency	Percentage (%)
Age	13-18 years	192	82.1
	19-25 years	42	17.9
	Total	234	100.0
Gender	Male	131	56.0
	Female	103	44.0
	Total	234	100.0
Religion	Christianity	164	70.1
	Muslim	70	29.9
	Total	234	100.0
School	Brain Builder International College (BBIC)	142	60.7
	Konsol Private College	92	39.3
	Total	234	100.0
Distribution by School	Brain Builder International College (BBIC) SS1A	25	10.7
	SS1B	24	10.3
	SS2A	30	12.8
	SS2B	27	11.5
	SS3	36	15.4
	Konsol private college		
	SS2A	28	12.0
	SS2B	26	11.1
	SS3	38	16.2
	Total	234	100.0

Source: Researcher's Field Survey, 2023

Table 4.1 shows that 192 respondents representing 82.1% are between the age of 13-18 years while the remaining 42 respondents which is 17.9% are between 19-25 years. 131 respondents which is 56.0% are male while 103 respondents (44.0%) are female. The table indicates that 164 respondents (70.1%) are Christian while 70 respondents (29.9%) are Muslim. 142 respondents (60.7%) are from Brain Builder International College while the remaining 92 respondents (39.3%) are from Konsol Private College. The table indicates of the respondents from Brain Builder International College (BBIC) that

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[19] Lang, Jonas. W. B., and Fries, Stefan, 'A revised 10-item version of the Achievement Motives Scale: Psychometric properties in German-speaking samples', European Journal of Psychological Assessment, 22(3), 2006, 216–224.

25 respondents (10.7%) are from SS1A, 24 of the respondents (10.3%) are from SS1B 30 of the respondents representing 12.8% are from SS2A 27 of the respondents representing 11.5% are from SS2B 36 of the respondents representing 15.4% are from SS3. From Konsol Private College, 28 of the respondents representing 12.0% are from SS2A 26 of the respondents representing 11.1% are from SS2B 38 of the respondents (16.2%) are from SS3. All the respondents above are from Konsol Private College.

8.5 Hypotheses Testing

Hypothesis One: Self-esteem will significantly influence achievement motivation among private secondary school students in Lagos. The result is presented in Table 2.

Table 2. Coefficients of Influence of Self-Esteem on Achievement Motivation

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	38.010	1.558		24.395	.000
Self-Esteem	-.325	.069	-.295	-4.710	.000

a. Dependent Variable: Achievement Motivation

The linear regression results in table 3 shows that self-esteem (β = -.325; t = -4.710; P < .000) significantly, independently predicts achievement motivation among private school students. The independent variable (self-esteem) has significantly predicted dependent variable (achievement motivation). Hence, the hypothesis which stated that self-esteem will significantly influence achievement motivation among private secondary school students in Lagos is hereby accepted.

Hypothesis Two: Emotional intelligence will significantly influence achievement motivation among private secondary school students in Lagos. The result is presented in Table 3.

Table 3: Coefficients of Influence of Emotional Intelligence on Achievement Motivation

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	27.403	.927		29.552	.000
Emotional Intelligence	.097	.025	.245	3.848	.000

a. Dependent Variable: Achievement Motivation

The linear regression analysis in table 4.3 shows that emotional intelligence (β = .097; t = 3.848; P < .000) significantly, independently predicts achievement motivation among private secondary school students in Lagos. The independent variable (emotional intelligence) has significantly predicted dependent variable (achievement motivation). Hence, the hypothesis which stated that emotional intelligence will significantly influence achievement motivation among private secondary school students in Lagos is hereby accepted.

Hypothesis Three: Self-esteem and emotional intelligence will jointly influence achievement motivation among private secondary school students in Lagos. The table is presented in Table 4

Table 4: Summary of Regression Table Showing the joint influence of Self-Esteem and Emotional Intelligence on Achievement Motivation

Variables	B	t-test	p-value	R	R^2	Adjusted R^2	F-test	Sig.
Self-Esteem	.093	3.822	.000					
Emotional Intelligence	-.315	-4.684	.000	.376[a]	.142	.134	19.043	.000

a. Dependent Variable: Achievement Motivation

The result of multiple regression analysis presented above revealed that self-esteem (β=.093; t= 3.822; p<0.05) and emotional intelligence (β=.263; t= 4.798; p<0.05) jointly influenced achievement motivation among private secondary school students in Lagos. Thus, the hypothesis which stated that self-esteem and emotional intelligence will jointly predict achievement motivation among private secondary school students in Lagos is hereby accepted. Furthermore, the analysis showed that (R^2=.142, $F_{(2,231)}$ = 19.043; p <.05) which indicates how much of the total variation in the dependent variable (achievement motivation) can be explained by the independent variables (self-esteem and emotional intelligence). In this case, 14.2% can be explained.

Conclusion

Discussion of Findings

Hypothesis one which stated that self-esteem will significantly influence achievement motivation among private secondary school students in Lagos was accepted. This implies that students that have higher levels of self-esteem are more likely to exhibit higher levels of achievement motivation. Higher self-esteem often leads to greater confidence and belief in one's abilities. Students with positive self-esteem are more likely to believe in their capabilities to succeed academically and set higher goals for themselves. This belief acts as a driving force for their achievement motivation. In the context of the Nigerian society, it is traditionally more collectivist, where family, community, and social ties play a significant role in shaping individual identity and self-esteem. In a collectivist culture, self-esteem may be closely tied to how students perceive their role in family success or how they meet the expectations of elders. In Lagos, being the melting pot of cultural, financial, and socio-demographic identities and constellations, there is considerable pressure on academic success, particularly in private schools, where parents often invest heavily in their children's education. This pressure can affect self-esteem, especially if students feel they are not living up to societal or familial expectations. The sociocultural context of academic success, status, and competition can heavily impact students' self-worth.

Students with higher self-esteem tended to exhibit higher levels of motivation towards achieving academic success. This suggests that a healthy sense of self-worth can contribute to a student's drive to excel academically. Findings of Johnson et al in 2018 revealed that students with higher self-esteem displayed greater levels of achievement motivation.[20] These students were more likely to set challenging goals, persist in the face of obstacles, and engage in academic tasks with enthusiasm. Conversely, students with lower self-esteem exhibited lower levels of achievement motivation.

The hypothesis two which stated that emotional intelligence will significantly influence achievement motivation among private secondary school students in Lagos was accepted. Emotional intelligence plays a crucial role in building positive relationships and effective social skills, which are important for

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[20] Johnson, David. W., Johnson, Roger. T., and Holubec, Edythe. J., 'Cooperative learning in the classroom: The impact of self-esteem on achievement motivation', International Journal of Teaching and Learning in Higher Education, 30(1), 2018, 85–92.

academic success and motivation. Students with high emotional intelligence are better able to empathize with their peers, communicate effectively, and resolve conflicts constructively. These skills contribute to a supportive and motivating social environment, where students feel understood, respected, and encouraged to strive for excellence.

Moreover, emotional intelligence helps students cope with stress, setbacks, and academic pressures. It enables them to regulate their emotions, manage stress effectively, and maintain a balanced perspective. Students with high emotional intelligence will likely perceive challenges as opportunities for growth rather than obstacles that are insurmountable, and they are better equipped to bounce back from failures or disappointments. This resilience and adaptive mindset foster a strong sense of achievement motivation. Private schools, with their emphasis on holistic development, may play a pivotal role in nurturing emotional intelligence, thereby fostering a strong sense of achievement motivation among their students.

A sociocultural context of these findings opines that the Nigerian society tends to place a strong emphasis on respect and restraint in the expression of emotions, particularly among young people. This can affect how students develop emotional intelligence, as they may be taught to suppress rather than manage emotions effectively. In a school setting, students' ability to navigate complex social hierarchies, deal with pressure, and express emotions in healthy ways could differ from Western or other cultural contexts. Emotional intelligence may also be influenced by the strong extended family structures common in Nigeria, where communal living and care-giving create different emotional dynamics. Students who grow up in such environments may have more exposure to emotional negotiations within family structures, which could influence their ability to manage emotions in school settings.

Students with high emotional intelligence tend to have a greater sense of self-awareness and are better able to understand their own strengths, weaknesses, and emotions. They also have a better understanding of how their emotions can influence their motivation, performance, and overall well-being.[21] As a result, they are more likely to set challenging goals for themselves, soldier on in their obstacles, and hold positive attitudes towards their achievements.

The third hypothesis which stated that self-esteem and emotional intelligence will jointly influence achievement motivation among private secondary school students in Lagos was accepted. Individuals with higher self-esteem often exhibit greater emotional intelligence, as they have a positive perception of themselves and are more attuned to their own emotions and the emotions of others. Conversely, individuals with higher emotional intelligence tend to have a more accurate understanding of their strengths and weaknesses, leading to enhanced self-esteem.

Students who possess both high self-esteem and high emotional intelligence are likely to have strong motivation to achieve. They believe in their abilities, manage their emotions effectively, and have a positive outlook on their academic pursuits. This combination can contribute to a greater sense of self-efficacy and an increased drive to succeed. Students with low self-esteem and low emotional intelligence may struggle with motivation and face challenges in their academic pursuits. They may doubt their abilities, have difficulty managing negative emotions, and experience difficulties in establishing and maintaining positive relationships. This combination can hinder their achievement motivation.

In some cases, students may have high self-esteem but lack emotional intelligence skills. While they may believe in their abilities, they may struggle with regulating their emotions or understanding the emotions of others. This can impact their social interactions and hinder their ability to navigate challenges effectively, potentially affecting their achievement motivation. Students with low self-

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[21] Koç, Mehmet, 'The relationship between self-esteem and academic motivation among university students', International Journal of Educational Studies, 6(2), 2019, 91-104.

esteem but high emotional intelligence may possess a strong understanding of emotions and effective coping strategies. However, their lack of self-confidence and negative self-perception may limit their motivation and willingness to take risks academically.

Taking this result into a sociocultural context, education in Lagos, especially in private schools, is often viewed as a gateway to upward social mobility. Students in these schools may be highly motivated to succeed academically as a way to secure future social and economic status, further reinforcing the significance of achievement motivation. However, this also places pressure on students to live up to the socio-economic expectations of their families and society.

Implications of Findings

Achievement motivation among secondary school students is a subject of study aimed at understanding the factors that contribute to their drive for academic excellence and success in various areas. By exploring the influence of self-esteem and emotional intelligence, researchers have gained valuable insights into the psychological aspects that shape students' motivation levels.

One significant aspect highlighted in the study is the importance of self-esteem as a predictor of achievement motivation. Self-esteem refers to how individuals perceive their own worth and value. It was found that students with higher self-esteem tend to exhibit greater motivation to succeed academically. This underscores the significance of nurturing a positive self-image among students, as it can significantly impact their motivation levels.

Another factor explored in the study is emotional intelligence, which pertains to the ability to recognize, understand, and effectively manage emotions, as well as navigate social interactions. Emotional intelligence was identified as an independent predictor of achievement motivation. Students with higher emotional intelligence are more equipped to handle academic challenges, cope with setbacks, and maintain a positive attitude towards achieving their goals.

The practical implications of these findings extend to the field of education. Schools can implement programs or interventions focused on promoting self-esteem and emotional intelligence among students. Creating a supportive and inclusive learning environment that offers opportunities for self-reflection and emotional growth, and teaching students strategies to effectively manage their emotions. By addressing these factors, schools can potentially enhance students' achievement motivation and overall academic performance.

Recommendations

In order to cultivate a strong foundation for motivation and academic success, it is essential for schools to integrate comprehensive programs that focus on enhancing both self-esteem and emotional intelligence among students. These programs can be seamlessly incorporated into the curriculum or offered as extracurricular activities. By addressing these two factors concurrently, students will have the opportunity to develop the necessary skills and mindset for personal growth.

To effectively foster self-esteem and emotional intelligence, it is imperative to provide teachers with appropriate training and support. Educators play a vital role in creating a positive and supportive classroom environment. Through specialized training, teachers can learn how to promote open communication, empathy, and understanding among students. Additionally, they can implement strategies that enhance students' self-esteem and emotional intelligence, thus contributing to their overall well-being.

Individual counseling services or mentoring programs should be made available within schools to assist students in developing their self-esteem and emotional intelligence. These interventions provide a safe and confidential space for students for their emotions to be explored, to build resilience, to develop healthy coping mechanisms, and to strive for excellence as they continue to grow up. Trained

professionals can guide and support students in understanding and managing their emotions effectively, leading to improved motivation and academic performance.

Recognizing the critical role parents play in shaping students' self-esteem and emotional intelligence, schools should actively encourage parental involvement. Workshops, seminars, and regular communication channels can be employed to provide parents with valuable information and resources to support their children's emotional well-being. By empowering parents with the necessary tools, they can contribute to the academic motivation of their children as well as their personal accomplishments.

Promoting collaborative learning environments and peer support systems can have a positive impact on students' self-esteem and emotional intelligence. Group projects, team-building activities, and peer mentoring programs foster a sense of belonging and create opportunities for students to develop interpersonal skills, empathy, and emotional resilience. By working together and supporting one another, students can enhance their overall well-being and academic growth.

Suggestions for Future Studies

To enhance future research endeavors, it is recommended to utilize a more extensive sample size encompassing a broader geographic range. Additionally, it is advisable to incorporate a comparative analysis of outcomes employing alternative study methodologies. By employing a larger sample, researchers can increase the representativeness of their findings and potentially uncover more nuanced insights. Expanding the geographic area of the study can provide a more diverse perspective and enable the generalizability of results to a wider population. Comparing outcomes using different study methods can offer a comprehensive understanding of the research topic, validating the robustness of the findings and addressing potential methodological biases.

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