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Achievement Motivation and Self Esteem among Handicapped Children.

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ABSTRACT

How the children with handicap perceive themselves and their self esteem levels are important yet not much focussed aspect in disability research. If we have a correct evaluation of their motivational level and self esteem it may help us to modify their training interventions and also would make them feel more satisfied and confident. So we planned to study achievement motivation and self esteem levels of handicapped children. The Objective of the study is that to compare achievement motivation of physically handicapped to that of non-handicapped school children, and to compare self esteem of physically handicapped to that of non-handicapped school children. Methodology 40 physically handicapped school students and 40 age, gender and education matched non handicapped students were included in the study. Handicapped children of other categories like sensory disability, visual impairment, hearing impairment and speech impairment were excluded. Achievement motivation questionnaire was used to measure the motivational behaviour and Rosenberg self-esteem scale was applied by asking the respondents to reflect on their current feelings. Results and Conclusions Achievement motivation and self esteem were observed to be significantly lower in physically handicapped students compared to healthy controls. Significant gender difference in favour of females was observed i.e., self esteem and achievement motivation was significantly higher in females of both the groups compared to males. The study emphasizes need for interventions to improve self esteem and motivation levels of handicapped children.

Keywords: Achievement motivation, Self-esteem, Handicapped, Non handicapped, Disability.

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INTRODUCTION

Handicapped is a word coined in the early 20th century to describe people with disabilities. It does not refer to cap-in-hand as some think which was a 16c game of chance. Handicapped fell out of favour as it was a term that people thought of when they thought of useless and incapable people. Disability was coined to emphasize ability, but just not as able or able in the same way. A disability is what there is about your body/mind/senses that differed from what is considered typical. Disability is what happens to you when society does not treat you an equal in attitude or in the build environment. People aren't born disabled people become disabled when society doesn't provide them equal access as people without disabilities. There is no difference between "Disabled" and "Handicapped" because both words have the same meaning [1].

A disability may be physical, cognitive, mental sensory, emotional, developmental or some combination of these. A disability may be present from birth or occur during a person's life time. "Disabilities are an umbrella term, covering impairments, activity limitations, and participant restrictions. Impairment is a problem in body function or structure, an activity limitation is a difficulty encountered by an individual in executing a task or action, while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

An individual may also quality as disabled if he/she has had impairment in the past or is seen as disabled based on a personal or group standard or norm such impairments may include physical, sensory, and cognitive or development disabilities. Mental disorders (also known as psychiatric or psychological disability) and various types of chronic disease may also qualify as disabilities.

Disability is caused by impairments to various sub systems of the body these can be broadly sorted into the following categories. Physical disability, which limits the physical functions of limbs or fine or gross motor ability, it is a physical disability. Sensory disability, is impairment of one of the senses. Visual impairment, vision loss to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from either disease trauma, or congenital conditions that cannot be corrected by conventional mean, such as refractive correction, medication or surgery. Hearing impairment, hard of hearing or deafness refers to condition in which individuals are fully or partially unable to detect or perceive at least some frequencies of sound which can typically be heard by people. Olfactory and gustatory impairment, impairment of the sense of smell and taste are commonly associated with aging but can occur in young people due to a wide variety of causes. Nonvisible disabilities, several chronic disorders, such as asthma, diabetes, inflammatory bowel or epilepsy, would be counted as nonvisible disabilities which are clearly visible, such as those requiring the use of a wheelchair [2].

Achievement motivation

Human being is motivated by social as well as physiological needs. Interest is studying and social motivation was stimulated in 1930's and 1940's by the work of Henry Murray 1938, who identified a variety of important social motives including achievement and affiliation. Since Murray's pioneering research psychologist led by John Atkinson and David McClelland have been especially interested in studying the achievement motive is the desire for mastery, excellence and accomplishment. Achievement motivations are important determinants of aspiration and effort when an individual expects that his performance will be evaluated in relation to some standard of excellence. Therefore, Achievement motivation can be defined as a concern for excellence in performance as reflected in competition with the standards set by others or over unique accomplishment or long time involvement [3]. It is one of the basic ingredients necessary for one's success in life. Some students have a need to achieve in all that they do their desire for success drives them to accomplish every task, no matter what the task is, or the difficulties involved in completing it.

Achievement motivation also known as "Achievement need" and "Need for achievement" was first measured by means of Thematic Apperception Test (TAT). Being motivation keeps people dynamic and gives them self respect. They set moderately difficult but easily achievable targets, which help them, achieve their objects by doing this they ensure that they only undertake tasks that can be achieved by them. People with achievement motivation prefer to work on a problem rather than leaving the outcome to chance. Burger indicated that high achievers are moderate risk takers motive affected by external factors. The correlates that

affect achievement motivation are upbringing of the child, parent's education, socio economic status, birth order and sex.

In the context of Maslow's hierarchy of needs, the need for achievement would be associated with one of the higher level's the need for esteem. Henry Murray referred to the achievement motivation as the need for achievement, which reveals itself in effort meet high standards of performance or to complete successfully against the people research show that people who score high on need for achievement persist at the task in the face of difficulties, delay gratification in the pursuit of long term goals and are more successful than people with a low need for achievement. They also select moderately difficult challenges that are neither so easy but guarantee success not so difficult that they guarantee failure.

Characteristics of people with achievement motivation

People those who are motivated to achieve set goals of moderate difficulty, that is, the goals that are challenging, attainable through hard work, ability, determination and persistence. They are willing to take chances when it comes to testing their own talents, abilities and hard work for them achievement is more important than material or financial reward. Achieving the aim or task would give them greater personal satisfaction than receiving praise or recognition. If they get a financial reward they regard it as a measurement of success. Security is not prime motivator for them, nor is status.

Achievement motivated people will have a strong need for feed back as to achievement and progress, and a need for a sense of accomplishment feedback are essential for them, because it enables measurement of success. They will constantly satisfy their needs i.e.; offer flexibility and opportunity to set and achieve goals, e.g.: sales and business management; and entrepreneurial roles.

Self-esteem

According to Charlotte Bronte, Jane Eyre "I care for myself. The more solitary, the more friends less, more unstained I am, the more i will respect myself." – Self-esteem is the evaluation we make of ourselves or the degree to which we perceive ourselves positively or negatively our overall attitudes towards ourselves. It can be measured explicitly or implicitly. That is we are concerned not only with what we are like but also with how we value these qualities.

People with high self-esteem have a clean sense of what their personal qualities are they think well of themselves, set appropriate goals, use feed backs in a self-enhancing manner, savour their positive experience [4] and cope successfully with difficult situations. People with high self-esteem remember their daily experience more favourable- a memory bias that may itself strengthen their self-esteem. People with low self-esteem, on the other hand, have less clear self-conceptions, think poorly of themselves, often select unrealistic goals or shy away from goals altogether, tend to be pessimistic about the future, remember their past more negatively, wallow in their negative moods have more adverse emotional and behavioural reactions to criticism or other kinds of personal negative feedback, are less able to generate positive feedback for themselves, are more concerned about their social impact other people and are more vulnerable to depression or rumination when they encounter setbacks or stress [5].

In addition to overall sense of self-esteem, we hold specific evaluation of our abilities in particular area. Jan may think well of herself generally but may know that she is not very diplomatic and not very talented artistically. David may generally think poorly of himself but know that he is organized and a good pianist. Two dimensions that are central to self-esteem are self-competence and self-liking, which is evaluation of us as capable and personal fondness for the self [6]. The importance and value we attach to these more specific self-views also influence global feeling of self-worth that is, people are selective about the domains on which they base their self-worth. For one person, being attractive might be importance; for another person, being smart might be more important [7].

For the most part, researchers have studied people explicit self-esteem that is the concrete positive or negative evaluations they make of themselves but more recent researchers suggest the importance of implicit self-esteem as well, implicit self-esteem refers to the less conscious, evaluations we make of ourselves. Studies of implicit self-esteem sometimes reveal things that studies of explicit self-esteem do not for example,

implicit self-esteem to be more sensitive than explicit self-esteem (Bosons, Swann & Penne baker, 2000). [8] Although Erikson was no doubled in his assessment of adolescence and young adulthood as positive time for developing a sense of self, it would be false to claim that the sense of self beings infancy with the recognition that one is a separate individual [9] very young children have fairly clear concepts of their personal qualities and what they do or do not do well. Many changes occur in middle and late adulthood that may influence the self-conception that people hold. Thus although psychologist continue to believe that Erikson was essentially right when he argued that issue of identity are especially important in adolescence and young adulthood, it is also clearly the case that the development of a personal sense of self is a lifelong process that begins in childhood and nerve truly ends.

The levels of self-esteem

High Self-esteem: Individuals who feel confident, capable for life, able able worthy and right as a person.

Low Self esteem: Individuals, who feel confident, capable for life, able worthy and right as a person.

Middle ground self-esteem: Include those who feel able and useless, right and wrong as a person.

Two kids of self-esteem

Explicit Self-esteem: Refers to more conscious and reflected self-evaluation

Implicit Self-esteem: To a person's dispositions to evaluate themselves positively or negatively on a spontaneous and unconscious manner.

High V/S Low Self-esteem

High self-esteem positive consequences, while low self-esteem has the opposite effect.

Negative self-evaluations are associated with inadequate social skills, loneliness, depression, and poorer performance following a failure experience.

When a person's actual competence doesn't match his/her self-evaluation, the result in paradoxical self-esteem.

High self-esteem usually is beneficial, low self-esteem has negative effects. Low self-weaken the body's immune system, while high self-esteem self-esteem, help ward of infection and illness. Serotonin levels in the blood are associated with self-esteem.

Change in Self-esteem

Negative life events have negative effects in self-esteem for e.g.: when problem arise in school, at work, with in the family.

Ordinary our levels of self-esteem remains fairly contest because we are multiple mechanism to maintain that level. For example, those with high self-esteem recall the favourable events more accurately with help to maintain a positive self-evaluation. Those with low self-esteem recall in favourable events more accurately, thus maintain a negative self-evaluation.

Many forms of psychotherapy such as Rogers were developed with the goal of raising self-esteem and decrease the discrepancy between self and ideal self. A major component of such is providing on conditions positive regard for the client. The personal behaviour may be unacceptable but the individual is nevertheless evaluated positively [10].

Significance of the study

Handicapped studies refer generally to the examination of disability as a social, cultural, and political phenomenon. In contrast to clinical, medical, therapeutic perspective on disability, handicapped study focused on how disability is defined and represented in society. From this perspective, handicapped is not a characteristic that exists in the person so defined, but a construct that finds its meaning in social and cultural context.

Handicapped studies are a vibrant and divers “field” or “area of inquiry”. First of all it is interdisciplinary and multidisciplinary. No single academic discipline can place can place acclaim on disability studies. Rather, the field is informed by scholarship from such different discipline as history, sociology, literature, political science, law, policy studies, economic, culture studies, anthropology, geography, philosophy, theology, gender studies, communication and media studies covers an incredibly divers group of people . People, who are blind, deaf, use wheelchairs, have chronic pain, learn at a slower pace than other people, and and so on have vastly different human being under a simple category such as ability? It does not because they are the same in any biological or philosophical scene but because society has placed them in this category, with consequences for how they are viewed and treated by the majority presumed to be non-handicapped. Finally, it is easier to define what is handicapped studies is not than too specific what it is. Different scholars subscribe this group as “minority group of model” of disability- the view that the status of people as minority shapes their experience in society they agree on little else. For example; scholars view this disability in term of culture and identity, while others see disability as a label and a social construct. Scholars even use different language to refer these kind of people they are “ disabled person”- to drawn attention to the centrality of disability in the individual identity “person with a disability” or “ people first language” – conveys the idea that having a disability is secondary to the people’s identity a human beings, “person labelled disabled”- focus on how disability is a socially constructed definition imposed on people with in sub groups, minor variations in language and spelling can carry tremendous significance. Thus “deaf person” and mean very different things with the latter emphasizing membership in a culture defined linguistically.

This Study can be helpful because, how effective the handicapped themselves feel is a very important/significant yet not a much focussed part of treatment. If we have a correct evaluation of these aspects, we can make their training and development more effective and also make them feel more satisfied and confident. This study also helps to understand the different aspects between the non-handicapped and handicapped ones. The society normally rejects the handicapped ones because of their inability to perform some actions. There is a stigma that handicapped are generally having low achievement motivation and so their self-esteem too and society usually ignores them. This study should help to identify factors that affect achievement motivation and self-esteem among handicapped and to assist them in developing their potent abilities and to make them perfect individual to an extent.

Statement of the problem

To find out the level of achievement motivation and self-esteem in handicapped children.

METHODS

This chapter deals with the methods used in following selection of the study;

Selection of the sample, Tools used Procedure for data collection, and Analysis of data.

Objective

- To find out the level of achievement motivation among handicapped and non-handicapped students.
- To find out the level of self-esteem among handicapped and non-handicapped students.

Hypothesis

There is no significant difference between handicapped and non-handicapped individuals in achievement motivation.

There is no significant difference between handicapped and non-handicapped individuals in self-esteem.

There is no gender difference among the total sample in achievement motivation and self-esteem.

Sample

The sample for the study includes handicapped students. They are selecting on the basis of percentage of handicappedness from the certified card. Selecting randomly from hospitals. A matched group of non-handicapped students are comparison purpose. They are matched with age, sex, religion with the sample group.

Sample Size

40 Handicapped students and 40 non handicapped students be taken for the purpose of the study.

Inclusion Criteria

- Handicapped students with government certified for proving the percentage of handicappedness in included.
- Literate ones are included.
- Both the genders are included.

Exclusion Criteria

- Handicapped children of another category like sensory disability, visual impairment, Hearing impairment, olfactory impairment, Non visible impairment excluded.

Operational Definitions

Handicapped

According to WHO (1958); Handicapped Is an umbrella term, covering impairments, activity limitations and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.

Achievement Motivation

According to Heckhausen (1967): Achievement motivation defined as the striving to increase or keep as high as possible, one's own capabilities in all activities in which a standard of excellence in thought to apply and where the execution of such activities can, therefore either succeed or fail.

Self-esteem

According to Rosenberg (1960): defined self-esteem in term of stable sense of personal worth or worthiness.

Tools

Achievement motivation questionnaire

The tool used in "Achievement motivation questionnaire" (Chq) to measure the motivational behavior. The achievement motivation refers to an individual's desire for significant accomplishment, mastering of skills, control or high standards. The term was 1st used by Henry Murray and associated with a range of action.

Reliability

Test retest reliability after an interval of one month: 87, comparing responses on similar items: 79.

Validity

Dr. Bishwanth Mukherjee had an agreement of 80 and with educational achievement test (general) it had agreement of .75 for English version the value of validity indices were .85 with educational achievement test.

Scoring

The procedure for scoring is very simple. It can be done with the help of a scoring key. Each item indicating need of achievement is given a score of 1 and the total score earned on all the items is the need of achievement score. Norms for English version of ACMT are in the process of development. They will be provided when established. The following table presents the classification.

Interpretation

- Low Category: Typifies subjects performance lower than ordinary one;
- Below average: Refers subjects performance is simpler than routine performance.
- Average: Refers to average performances nothing worth mentioning.
- Above average: Refers to average performance superior than average one, causal, an appreciation is often done.
- High: Refers to outstanding performance with appreciable and mentioning.

Self-esteem**Rosenberg self-esteem scale**

Rosenberg self-esteem is a social survey questionnaire. It has ten item which can be answered on a four point scale from strongly agree to strongly disagree of which five have strong agree or positive worded options and five have negative worded ones. It is a scale that measures the state of self-esteem by asking the respondents to reflect on their present-day feelings. The initial sample for the scale was developed from New York state by selecting 502 high school juniors and seniors from 10 randomly selected school. It is scale of reliable and valid quantitative tool for self-esteem assessment.

Reliability

The psychometric properties of the test show a high reliability, the test retest reliability is seen to be .82 to .88, Cronbach's alpha on different sample ranges from .77 to .88 [11].

Validity

Validity of the test was seen to be 0.55 and the construct validity was -0.64 when correlated with anxiety and -0.5 when correlated with depression.

Scoring

In Rosenberg self-esteem scale, scores are calculated as follows: for items 1, 2,3,4,6 and 7 Strong agree=3, agree=2, disagree=1, and strongly disagree=0 and for items, 3,5,8,9 and 10 strongly agree=0, agree=1, disagree=2, strongly disagree=3. The scale ranges from 0 to 30 scores with 15 and 25 showing normal range and score below 15 suggesting low self-esteem (cyfernetsearch.org) [12].

Procedure

Permission to conduct the study was obtained from the concerned authorities of the schools/colleges and hospitals. The sample consist of 80 students (adolescents) which include 40 handicapped and 40 non handicapped and the method of sample selection was simple random sampling. Rapport was established with each individual subjects and the corresponding questionnaire. They were also assured that the details will be kept strictly confidential.

Analysis of data

In analyzing the statistical procedures such as t-test analysis were employed. The mean scores obtained by the different groups (Handicapped and non-handicapped) in self-esteem and achievement motivation are computed and the significance of the mean difference is tested using t-test. The relationship among the variables of achievement motivation and self-esteem are examined by computing the co-efficient of correlation using the Pearson's product correlation method.

RESULT AND DISCUSSION

The different statistical test such as t-test analysis were carried out to analyze the calculation and the results obtained and discussed under the following sections:

Section A: Frequency of the subjects on different levels of self-esteem and achievement motivation.

Section B: Comparison of the study group and matched group in self-esteem and achievement motivation.

Section C: Comparison of males and females of the whole sample in self-esteem and achievement motivation.

Section A

Table 2, Shows the frequency of the subject based on different levels of Achievement motivation. From the table it is seen that 7 out of 40 subjects have high achievement motivation were as 10 out of 40 subjects have high achievement motivation. Only 5 have above average. Achievement motivation in handicapped and 11 have above average in non- handicapped, 9 have average achievement motivation from non-handicapped and 12 handicapped have a below average achievement motivation and in contrast only 8 have a below average achievement motivation and in contrast only 6 have below average. A number of 7 handicapped have low achievement motivation and none of the non-handicapped have a low achievement motivation.

Table 2, Shows the frequency of the subject based on different levels of self-esteem is that self-esteem scale ranges from high self-esteem (15-25) and low self-esteem (below15) In Table 3, Split of sample based on different levels of self-esteem and from the table it is obtained that 24 handicapped children and 34 handicapped children one wit range of 15-25 i.e., high self-esteem and 16 and 6 is only in the low range i.e., below 15 for handicapped and non-handicapped. It is obtained that non-handicapped individuals have high self-esteem than the handicapped individuals and also low self-esteem is high on handicapped individuals

Section B

Comparison of study group and matched group in Achievement motivation

Table 4, Shows the mean, standard deviation, score obtained by handicapped and non-handicapped individuals in achievement motivation a corresponding t-value. Significant difference is obtained between the handicapped and non-handicapped in achievement motivation and mean value of achievement motivation is lower for handicapped individuals than non-handicapped individuals the group with higher achievement motivation may have characterized tendency to seek challenges high degree of independence, desirability, goal setting abilities etc. The handicapped individuals may be characterized by either clumsy, gross and or/fine motor skills, result in poor performance in sports and even in academic achievement because of poor writing skills, handicapped one's are rejected by society normally because of the inability to perform some action so their need of achievement gradually become low, and feel themselves as worthless .A related stud by Husain, Akbar [12] says that level of self concept among the physically challenged adolescents which was found

significantly lower than their normal individuals. The same study high lights on the level of self concept among the girls which was found significant lower than the boys. The result also highlights that significant difference was found only in case of blind subjects. Here the study highlights that the physically challenged and blind adolescents are found to be significantly lower than the normal individuals and while connecting with the present study we can have conducted that the physically disabled and visually disabled late adolescents they show a significant difference. This study particularly high lights that the visually disabled and physically disabled individuals are different in their own way. Another study by Ashamed & Nigam [13] conducted a study of academic achievement motivation as related to home environment of higher secondary students. A sample of 500 students of higher secondary level was taken from Kanpur city. The data was collected on the basis of academic achievement motivation is significantly related to favourable and unfavourable home environment of higher secondary students. In 2008, Agrawal [14] again conducted a study of phlegmatic temperament Vs. Excitability in relation to handicapped and non-handicapped children of various socioeconomic levels. The present research was conducted to explore the phlegmatic temperament Vs. Excitability (Factor D) in relation to handicapped and non-handicapped children of various socioeconomic status group on a sample of 600 children of both sexes by lending a 3*3, two factor factorial design. The phlegmatic temperament vs. excitability measure was obtain with the use of children personality, questionnaire, constructed and standardized personality, and questionnaire, constructed and standardized by Bhardwaj. The result show that congenitally blind children were found to excitable as compare to phlegmatic temperament found to be associated with normal children.

Comparing study group and matched group in Self-esteem

The Table 5, Shows the mean, standard deviation scores obtained by handicapped and non-handicapped individuals in elf-esteem and the corresponding t-value, it is clear from table there is significant difference between the handicapped and non-handicapped, the non-handicapped individuals have high measures than that of handicapped individuals in self-esteem. Disabled individuals who are desired opportunities to engage with non-disabled peers, and who are desired opportunities to engage with non-disabled peers, and who are denied choice and the possibility of making independent decisions, are intuitively less likely participate in this society and relationship from a phenomenological point of view, low self-esteem result from the infringement of impending threat to the integrity of the handicapped individuals, not simply the body and its functioning. One of the most important fact is that many of them are aware about the facilities provides by the government to them and 53.26% physically challenged students were not aware about the facilities provided by the government [15].

Comparison based on gender (whole sample) in Achievement motivation and self-esteem.

The Table 6, Shows the mean, standard deviation, and t-value of males and females in achievement motivation and self-esteem. It was found that male participants have significant high self-esteem than female participants. The females have high self-esteem than the males and the achievement motivation is high on females than or males.

Table 1: Split of sample based on gender.

	Handicapped (n=40)	Non handicapped (n=40)	Total
Male	15	14	29
Female	25	26	51
Total	40	40	80

Table 2: Split of sample based on different levels of Achievement Motivation.

Category	Handicapped (n=40)	Non-handicapped (n=40)	TAOTAL
High	7	10	17
Above average	5	11	16
Average	9	13	22
Below average	12	6	18
Low	7	-	7
Total	40	40	80

Table 3: Split of sample based on different level of self-esteem.

Scale Range	Handicapped (n=40)	Non-handicapped (n=40)	Total
High SE (15-25)	24	34	58
Low SE (below 15)	16	6	22
Total	40	40	80

Table 4: Mean, SD, and T-value of handicapped and non-handicapped individuals in achievement motivation.

	Handicapped (n=40)		Non handicapped (n=40)		t-value
	Mean	SD	Mean	SD	
Ach	17.52	4.379	19.88	2.997	*2.801

*Significant at 0.05 level.

Table 5: Mean, SD, and T-value of handicapped and non-handicapped individuals in Self- esteem.

	Handicapped (n=40)		Non handicapped (n=40)		t-value
	Mean	SD	Mean	SD	
SE	15.78	4.179	17.65	2.869	*2.339

*Significant at 0.05 level.

Table 6: Mean, SD, and T-value of males and females of the whole sample in Achievement motivation and self-esteem.

	Males (n=40)		Females (n=40)		t-value
	Mean	SD	Mean	SD	
Ach	17.41	3.235	19.43	4.100	*2.428
SE	15.10	3.109	17.63	3.698	*3.254

CONCLUSION

This chapter contains the resume of the study, method, tenability of the hypothesis, major findings, limitation and suggestions.

The main aim of the study is to find out self-esteem and achievement motivation level in handicapped individuals. Here in this study the achievement motivation has significant difference and it's obtained between the handicapped and non-handicapped children, achievement motivation is low for handicapped than non-handicapped children. Here the society normally rejects because of their inability to perform action so their need of achievement motivation gradually become low. The study also indicates on self-esteem level that is, there is significant difference between the handicapped and non-handicapped, the non-handicapped children have high mean score than that of handicapped children in self-esteem. Self-esteem reflect a person's overall evaluation or appraisal of his/her own worth. Brander, defines self-esteem as the sum of self-confidence and self-respect of personal worth. It is a basic human need, here the self-esteem in handicapped children is low so that they lack confidence, it weaken the body's immune system, serotonin levels in the blood are associated with self-esteem they may have imbalance in body.

We could also find a gender difference here i.e., a significant high self-esteem for females and also significant achievement motivation level for female participants.

Limitation and Suggestions

- The sample size was limited to 80, a large sample would have given wide scope for generalizing the result.
- Sample was collected only from limited institutions, future studies in corporation more areas seem, more fruitful to arrive better picture.

- In the study the main variables are achievement motivation and self-esteem, inclusion of more variables like emotional maturity, locus of control, emotional intelligence and self-regulation etc.

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