

# Impact of self-esteem, academic motivation and socioeconomic parameters on the academic success of secondary school students in the Tiznit region

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**Abstract.** Psychological determinants such as self-esteem and motivation are essential pillars for successful academic achievement. This research aims to study the impact of these two psychological factors, as well as other lifestyle factors, on the academic success of high school students in the Tiznit region of Morocco. To carry out this work, a questionnaire related to the socio-economic parameters of the students, the Rosenberg self-esteem scale, and the Russell and Enrliste school motivation scale were used. Generally, the study showed that more than half of the sample had low and very low self-esteem (59.5%). However, 54.4% of the sample had high motivation. It was also found that self-esteem ( $\chi^2=9.110$ .  $p=0.694$ ) and motivation ( $\chi^2= 7.665$ .  $p=0.467$ ) did not influence the academic performance of learners. On the other hand, we note that self-esteem is influenced by factors related to lifestyle such as the father's profession ( $\chi^2=13.628$   $p=0.034$ ), while motivation is almost linked with age ( $F=2.958$ .  $p=0.056$ ). In light of this work, we can deduce that age has a positive effect on academic motivation while self-esteem is rather linked to socio-economic factors of learners.

Keywords: self-esteem, motivation, academic success, socio-economic parameters, students, Tiznit, Morocco.

## 1 Introduction

The human factor is a major concern in various fields, such as training, education, and teaching. Researchers consider human capital to be the main factor to be managed. In this sense, research on self-esteem (SE) and motivation has contributed to addressing several issues surrounding human performance in general, and academic performance in particular.

The self is a multifaceted construct, both symbolic and psychological in nature. Self-esteem is influenced by external factors, as well as one's own personal experiences and interactions with the environment.

Motivation is concerned with an individual's attitude and its influence. Talking about motivation is synonymous with creating a need to align with a new situation that subsequently produces a desirable action. Several authors have conducted their work on motivation [1]. According to classical definitions adapted in educational contexts, motivation refers to the reasons that determine a behavior. Broussard and Garrison define motivation as "the attribute that

leads us to do or not do something". Similarly, motivation is considered a locus of control, which helps control individual orientations to chart the path to success or failure.

In parallel, self-efficacy — the belief in one's ability to perform tasks — is often subsumed under motivation. Multiple recent studies confirm that self-efficacy strongly predicts academic achievement in higher education settings [2].

According to Mosconi's definition, academic success is the mastery of new knowledge and skills within the allotted time, as agreed by educational institutions in accordance with the province's current curricula. defines academic success as the achievement of learning goals that correspond to each phase of education. This success is frequently manifested by obtaining diplomas and, when the time comes, by successful integration into the job market [3], [4].

It was demonstrated that there is an academic dimension in the self-concept, just as the self-concept is linked to academic results. Indeed, in the academic domain, self-esteem has an influence on the objectives that students set for themselves and on

their willingness to implement the necessary means to achieve them.

This work is a quantitative study whose objective is to evaluate the effect of certain socio-economic parameters, motivation and self-esteem on the performance and academic results of learners in the qualifying secondary cycle in the Tiznit region.

## 2 Material and methods

### 2.1 Study Population

The study was conducted in the Tiznit region. This region has been fully equipped with drinking water since the 1990s and electricity since 2000. It is economically poor; the population, estimated at 900, relies on agriculture and livestock farming for its livelihood.

#### 2.1.1 Sample

This study targeted high school students qualifying at all three levels (common core, first year baccalaureate, and second year baccalaureate). These students came from Almarghiti High School on the outskirts of Tiznit, a rural area, and Sidi Hsain High School in the Lakhsas region, a semi-urban area. Both high schools have boarding facilities for students from neighboring areas.

#### 2.1.2 Inclusion and Exclusion Criteria

- All students examined in the sample are continuing on secondary level;
- The students' ages are between 14 and 22 years old;
- All students have no learning disabilities (dyslexia, autism, etc.).

### 2.2 The Questionnaire

Our study was based on an anonymous questionnaire regarding students' living conditions within the school, as well as socioeconomic parameters related to the students (parents' level of education, parents' occupation, household size, location, etc.).

### 2.3 The Rosenberg Self-Esteem Scale

The most important advantage of the Rosenberg scale lies in its rapid administration. Furthermore, it provides an indicator of overall self-esteem and appears to have suitable cross-cultural applicability.

The scale contains 10 separate items, with each individual rating their level of agreement on a 4-point scale ranging from total disagreement at one to perfect agreement at four.

To obtain the self-esteem score, the total points for each item are added together, while the points for negatively worded items are reversed, so that for questions 1, 2, 4, 6, and 7, the score is normal, while for questions 3, 5, 8, 9, and 10, the score is reversed, meaning that if you select number 1, you get 4 points, 3 points for number 2, 2 points for number 3, and 1 point for number 4. The result is a score ranging from 10 to 40. Regarding the analysis of the results of this test, it is done according to the following table.

**Table 1.** Degrees of self-esteem according to the score obtained

Score obtained	Degrees of self-esteem
Below 25 points	Very low self-esteem
Between 25 and 31 points	Low self-esteem
Between 31 and 34 points	Average self-esteem
Greater than 34 points	High self-esteem

Using the Rosenberg Scale, we will assess each learner's self-esteem. Our assessment process is based on the accumulation of points for each subject using our assessment tool. The sum of points in various areas of self-esteem, including but not limited to physical, family, social, academic, and general well-being. Each learner will therefore receive a single self-esteem score. This score will place the subject in one of three categories: high self-esteem, medium self-esteem, or low self-esteem. Therefore, the sum of points in the different areas of self-esteem will determine the degree of self-esteem of each learner.

### 2.4 Motivation Measurement

School Motivation Measurement Scale (translated and validated based on Russell and Entriste's School Motivation Scale). This motivation scale was translated into Arabic and then developed and validated at AlaZhar University (Palestine).

Considering motivation rating, the scale contains 40 items to which subjects are asked to respond using a 5-point assessment: strongly disagree (1 point); somewhat disagree (2 points); hesitant (3 points); somewhat agree (4 points); strongly agree (5 points).

This scale is composed of 40 items subdivided into four dimensions (10 items for each dimension). To make the assessment, simply add the scores, but taking into consideration that there are inverse items and whose scores will also be inverted, so there will be: completely disagree (5pt); rather disagree (4pts); hesitant (3pts); rather agree (2pts); completely agree (1pt).

## 3 Results

### 3.1 Sample characteristics

The majority of our sample is composed of girls, with percentages of 53.7% girls and 46.3% boys. On the other hand, the average age is  $17.64 \pm 1.544$ , with a minimum of 15 years and a maximum of 22 years. The largest age range is between 17 and 19 years. The two figures below show the distribution of the sample according to gender and age.

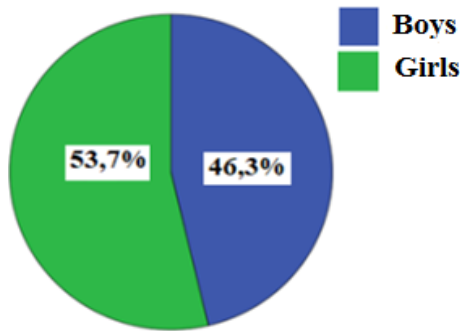


Fig.1. Distribution of the sample by gender

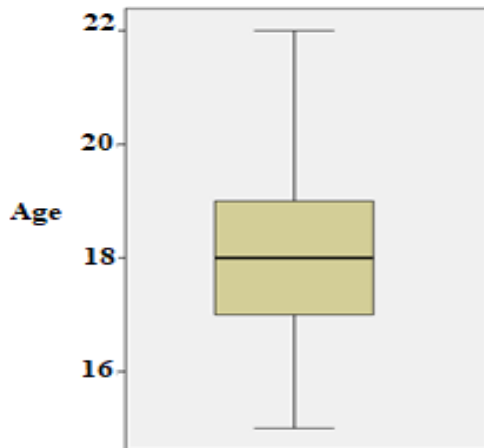


Fig.2. Box plot representing the distribution of the sample by age.

### 3.2 Academic success

The results show that 29 students (24%) have an insufficient level, 41 students (33.9%) have a passable level, 23 students (19%) have a fairly good level, 18 students (14.9%) have a good level, and 10 students (8.3%) have a very good level. Therefore, the rate of learners with a passable academic level is the dominant one.

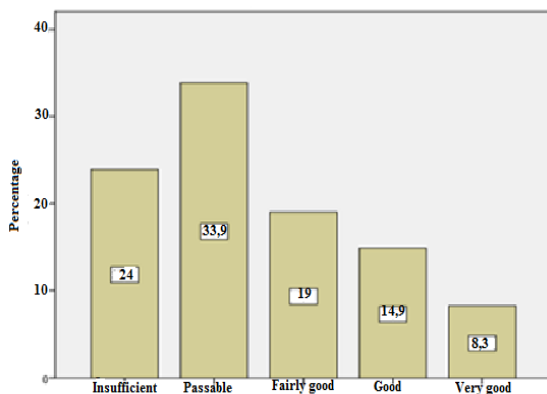


Fig.3. Distribution of the sample according to the students' academic success

### 3.3 Self-esteem

Regarding the overall sample, the percentage of students with low self-esteem was the highest

(33.1%), while the rate of learners with high self-esteem was the lowest (12.4%).

Table 2: Self-esteem for the overall sample

	Very low self-esteem	Low self-esteem	Average self-esteem	High self-esteem
Percentage	26,4%	33,1%	28,1%	12,4%

With regard to the relationship between self-esteem and the socio-economic parameters considered, we note the presence of a statistically significant relationship between self-esteem on the one hand, and the level of education of both parents and the profession of the father on the other hand.

Table 3: Self-esteem according to the socio-economic parameters considered

	Father's education level	Mother's education level	Father's profession
Self-esteem	$\chi^2=14,983$ $p=0,002$	$\chi^2=12,280$ $p=0,006$	$\chi^2=13,628$ $p=0,034$

Regarding the relationship between self-esteem and academic success, the absence of a significant link was noted ( $\chi^2=9.110$ .  $p=0.694$ ).

### 3.4 Motivation

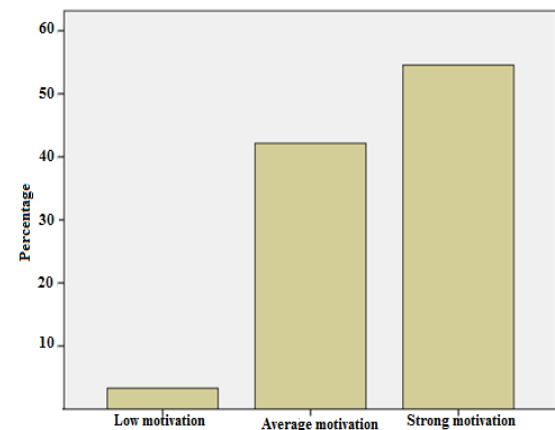


Fig.4. Distribution of the sample according to student motivation

Regarding the overall sample, we note that more than half of the population studied has strong academic motivation (54.4%), followed by learners with average motivation (42.1%), while students with low motivation represent only 3.3% of the sample studied.

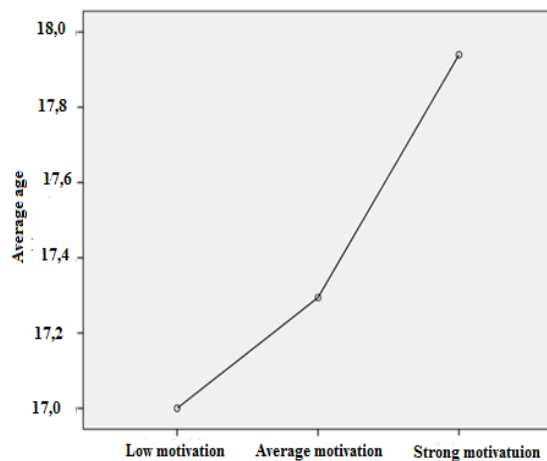
**Table 4.** Motivation according to socio-economic parameters considered

	Father's education level	Mother's education level	Father's profession
Motivation	$\chi^2= 0,539$ p=0,764	$\chi^2= 0,341$ p=0,843	$\chi^2= 5,827$ p=0,212

**Table 5.** Motivation according to gender, self-esteem and academic success

	Gender	Self-esteem	Academic success
Motivation	$\chi^2= 1,774$ p=0,412	$\chi^2= 6,668$ p=0,353	$\chi^2= 7,665$ p=0,467

Regarding motivation in relation to academic achievement and self-esteem, there is no statistical correlation. Also, for the socio-economic parameters considered, no significant correlation exists with motivation. However, the statistical analysis showed an almost significant correlation between motivation and the age of the learners ( $F=2.958$ .  $p=0.056$ ).



**Fig.5.** Motivation according to the average age of learners

Indeed, Figure 5 shows a positive effect of age on student motivation; we can say that student motivation at the school level improves with age.

## 4 Discussion

The overall analysis based on student-related indices shows that gender has no direct effect on the self-esteem level of the subjects tested. This is in contradiction with several other studies. For example, in terms of the development of self-esteem, there are significant disparities between boys and girls. A number of recent studies report gender differences in self-esteem among adolescents, often linked to body image and social comparison: girls are more likely than boys to experience lower self-esteem associated with body dissatisfaction [5].

Conversely, boys seem to have a more relaxed attitude towards their physical appearance [6]. For girls, the pressure and influence of academic results are more intense than for boys. This is why girls tend to be more demanding of themselves when it comes to completing school-related tasks, which leads to higher academic achievement than boys which oppose with the study conducted in China by Zhao et al., 2021 [7].

With regard to the link between lifestyle parameters and self-esteem, the analysis indicates a significant relationship between the fathers' profession and the learner's level of SE on the one hand and between the father's level of education and the learner's SE on the other hand. Furthermore, the link between the mother's educational level and the student's level of SE is very significant. Indeed, various studies have confirmed a correlation between a student's academic performance and their social background. The results clearly demonstrate that students from socially privileged families tend to achieve better academic results than those from socially disadvantaged families [8]; this is due to the existence of greater intellectual stimulation in privileged families.

Regarding the relationship between SE and academic achievement, the analysis shows that academic achievement has no significant relationship with self-esteem, that is, SE has no effect on academic achievement. Indeed, SE depends on two distinct parameters, the first concerns the disparity between the ideal self (the person we aspire to be) and the perceived real self (the individual we believe we are). A minor gap between these two dimensions is associated with a good level of self-esteem, while a larger gap indicates a lower level [9]. The second parameter is related to the psychological need for support and social consideration [10]. Thus, children who believe they benefit from the support of those around them are more likely to have a positive self-image, while those who do not benefit from such support may have lower self-esteem. Thus, there is a strong link between SE and academic success. However, our study, like others [10] shows contradictory results. Indeed, the results indicate a lack of connection between SE and the academic success of learners, thus denying any notion of a positive correlation between the two. The absence of correlation suggests that SE and academic success are non-dependent variables. This leads us to believe that the degree of SE of learners has no effect on their academic results. The link between SE and academic success can be explained by other parameters such as intellectual level or school practices (such as the teacher-student relationship, assessment, school environment, etc.).

However, it has been found that students with insufficient or passable level at school, in other words academic failure, have very low self-esteem. It can be said that poor academic results affect the learner's SE. Indeed, a study showed that learners

must know and be aware of their personal value, their abilities and thus have a good level of self-esteem. This good SE is the pillar of motivation and success in the acquisition of learning [11].

Regarding academic motivation, descriptive analyses of students' scores on the academic motivation scale indicate, on average, a good level of motivation for the entire population studied. Indeed, the observed scores show that the results of the high school students in our sample are substantially equivalent to the results generally observed in a previous study [12].

Regarding the gender of learners, our study showed no effect of gender on academic motivation, which is in contradiction with a study conducted by [13], who showed that girls are generally more interested in school than boys, which means that girls are more motivated at school than boys, and show more attraction to school, that they show more willingness to learn and that they perceive school as being more useful for their future.

Regarding the effect of age on motivation at school, a nearly significant relationship was found, with a tendency for academic motivation to improve with age. This result may be explained by the fact that, over the years, older students may begin to develop interests and orientations that will determine their subsequent academic path and thus show a greater desire to learn, in addition to a sense of responsibility for their own future. This result is consistent with previous research that has shown a relationship between motivation and age. However, studies have shown a negative effect of age on motivation [12], which contradicts the results obtained in our research.

## 5 Conclusion

The present study showed a significant relationship between self-esteem and several socio-economic parameters (father's profession, parents' education level), while it showed no statistically significant relationship with gender and age. On the other hand, academic motivation was only related to the age of the learners, while no significant relationship was found between motivation and academic achievement.

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