

Motivation and Development of Self-esteem among Pre-primary Pupils in Nsit Ibom Local Government Area

Dr. Ubong Samuel Esu

Department of Early Childhood Care and Education
College of Education, Afaha Nsit, Akwa Ibom State.

&

Iniobong Eyo Timothy

Department of Early Childhood Education.
College of Education, Afaha Nsit, Akwa Ibom State

Abstract

The study investigated the impact of motivation on development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State, Nigeria. Two (2) research questions and two hypotheses were formulated to guide the study. The hypotheses were tested at 0.05 levels of significance. A descriptive survey research design was adopted for the study. The population for the study was three thousand four hundred and eighty-six (3486) public pre-primary school pupils in forty-seven (47) primary schools in Nsit Ibom Local Government Area of Akwa Ibom State in the 2022/2023 session. Two hundred (210) preschool pupils were randomly selected from ten primary schools constituted the sample size. A questionnaire titled “Motivation and Self-esteem Development of Pupils (MSDP)” was the instrument for data collection. Mean and Standard Deviation was used to answer research questions while null hypotheses were tested with related t-test statistical method. The result revealed that extrinsic and intrinsic motivation influence the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State. In view of the findings, it is therefore recommended that pre-primary school teachers should always motivate their pupils in order to build children’s self-esteem and opportunities should be provided for children to express themselves and feel satisfied.

Keywords: Development, Extrinsic, Intrinsic, Motivation, Self-esteem

Introduction

Motivation is difficult to define. The word “motivation” comes from a Latin word “mover” which means to move; thus, motivation literarily means, the process of arousing movement in individual (Bernard, 2019). Motivation is phenomena which are involved in the stimulation where there was little or no movement towards goals. Jibrin (2018) defines motivation as inner state of need or desire that activates an individual to do something that will satisfy that need or desire. Brown (2018) defines motivation based on behaviouralistic and cognitive definition. It is a very important factor which determines how successful we are at what we do. It serves as a driving force that gives us the will to accomplish task and eventually succeed in reaching an ultimate goal. Motivation levels can vary each day depending on how we feel, or how we view certain experience. Motivation also drives us to stick to the low fact

selections and recipes required to keep our progress moving. Motivation can be either intrinsic or extrinsic.

Extrinsic motivation is often referred to as external motivation because of the external forces that influence the individual to do something. An external factor is an outside force, such as money, recognition, or fame. In contrast to extrinsic motivation, the intrinsic motivation definition refers to performing a task or behaviour because it results in an internal or personal reward. Intrinsic motivation, also known as internal motivation, is influenced by internal factors, such as joy, accomplishment, or satisfaction; however, extrinsic motivation is influenced by external factors, such as money or recognition. Generally, intrinsic motivation is voluntary because the individual chooses to participate in an activity or behaviour, whereas extrinsic motivation may be more involuntary because the individual feels pressured or obligated to do so. An example of intrinsic motivation would be individual playing video games with a friend because they enjoy spending time together. Extrinsic motivation is often used when an individual cannot be intrinsically motivated. This generally occurs when an individual must perform a task or behaviour that they do not find enjoyment in. Each type of extrinsic motivation varies in the level of autonomy. Autonomy can be defined as an individual's ability to make decisions on their own without the coercion of others. External motivation occurs when an individual performs a task or behaviour to receive some type of external reward. An example of external motivation could be receiving gift from a teacher after answering questions correctly, being recognized as an intelligent pupil and receive some other type of external reward.

Intrinsic motivation is another type of motivation which occurs when one has fully taken in the reason for action, i.e. a person has examined the cause and found it compatible with their own values and needs. Then the action becomes self-initiated. It is autonomous and not controlled by external motivators (Seth, 2019). Menhdroo and Vandana (2020) investigated impact of motivation on self-esteem motivation is the main factor for everyone's actions, desires and needs. Motives are what prompt a man in a certain way or creating a certain moral tendency. Motivation is an indispensable factor in pupils' academic preparedness and desire to learn. These motivated pupils have the desire and curiosity to grasp the importance of education. On another note, parents and teachers can create an environment in which pupils' learning will be organized and achieved by encouraging pupils to be committed and motivated. The main purpose of the present paper was to study the effect of motivation on academic achievement. Since academic achievement is not a function of mindfulness alone, the emphasis that is placed on the contribution of mindfulness is important. To achieve their goals, needs and environment, people need adequate motivation. Concerning the existing gap in the academic motivation of pupils, this study concluded that there has been a significant correlation between motivation indicators namely, job interest, effort inclusion, competitiveness, social power, participation, social concern, compliments and token and self-esteem development. Some recommendations have been made regarding the improvement of motivation.

Motivation is an influential factor in the development of self-esteem. The success of learning depends on high or low motivation of pupils. Campbell and Pritchard (2019) see motivation as series of psychological procedures that cause the initiation, direction, intensity and the persistence of actions. Denhardt *et al.* (2018) maintained that motivation occurs within individual's minds and heart based on the circumstances evoked within his or her environment. From these points of argument, the present study observed that motivation cannot be controlled directly but could be seen when someone has developed self -worth, self-confidence, self – image, and self-esteem.

Self-esteem is a life skill that is highly embraced by all societies at all stages of development. It is the process by which individuals rate themselves, acquire knowledge, skills and attitudes to enable them participate effectively in the society. According to Kholode (2019), self-esteem education somehow determines the level of prosperity, welfare and security of people. It is the cornerstone of economic, social development and a principle means of improving the welfare of individuals. In his study on the influence of self-esteem on the study habits of pupils in America, Miller (2018) points out that high school learner need to accept and value themselves to do well in their academic work. In his study on the factors influencing pupils' academic performance in New York, James (2018) points out that academic performance is use of one's aptitude in studying and making accomplishments and achievements in terms of transfer of knowledge, communication skills negotiation skills and good grades and marks in examination. Also, in his study on the challenges facing high school education in Tanzania, Robert (2018) emphasizes that provision of education in Nigeria and in particular Akwa Ibom State has been faced with numerous challenges, for instance poor academic performance among learners lead to pupils' frustration and negative self-esteem which later impact negatively on the vices seen in the state and the economy. It also causes psychological suffering to parents as they have to pay more money in special centers to ensure their children complete schooling.

Education is activated through the cognitive, psychomotor and the affective domain. The affective domain is enhanced through life skills education, self-esteem being one of the skills. The development of life skills is a life-long process that starts in early childhood and continues throughout one's life. Life skills education enables pupils to develop positive attitude towards self and others by transforming knowledge, skills and values into action. This enhances pupils' abilities to make effective decisions and relate amicably with others in society. The three major categories of life skills - skills of knowing and living with oneself that include self-awareness, self-esteem, coping with emotions and coping with stress. There is a skill of knowing and living with others and that of making effective decisions. Where life skills are well developed and practiced, they can enhance the wellbeing of society and promote positive outlook and healthy behaviour among learners.

Greeno (2018) notes that self-esteem is always attributed to best performances in tasks and at work place. Self-value may strengthen the learners' relationship with the facilitator. This

implies that the pupils may benefit more from the teacher due to the free atmosphere. It also reduces problems like; truancy, absenteeism, drug and substance abuse and teenage pregnancies that are known to cause poor performances. Character building emanate from self-esteem. Pupils with self-esteem are able to manage and use their leisure time well. Moreover, they are able to choose good and reliable friends who can help in boosting their academic performance. Self-esteem is one's emotional evaluation of worth or judgment of one's self attitude. Pupils with positive self-esteem are good at negotiation skills with others. They respect others opinion and listen to others views. They also have many friends for they embrace non-violent behaviour in solving conflicts (UNESCO, 2020).

According to Dondo (2018), pupils with self-esteem relate well with teachers and this can assist them make consultations in case of challenges in academic work as well as tackle assignments in good time. They take failure in examinations as a stepping stone to success. This implies that they work harder to improve whenever they do not perform well. When criticized by colleagues and teachers they take the criticisms positively. They have good interpersonal relationships (Petro, 2020). They excel in academic performance and recognize the role played by others in the same. When they deviate in discipline they are easily corrected. As pupils they dress well and decently always and not many teachers who raise complaints about their dressing code.

Statement of Problem

The importance of self-esteem of pupils has raised queries among educational researchers. In search for an answer to the queries, a number of attempts have been made by researchers to identify factors which influence pupils' development of self-esteem. It is therefore based on the above importance that a question arises in mind of the researchers whether the pupils' motivation can influence the development of their self-esteem or not. Little study has been done looking at the pupils' motivation at any level of the educational system especially in pre-schools in Nsit Ibom Local Government Area, much which is directed to mainly the primary school pupils. This is the premise which motivated the researchers to investigate the influence of motivation on development of self-esteem especially among pre-primary schools' pupils in Nsit Ibom Local Government Area.

Purpose of the Study

The main purpose of this study is to determine the influence of motivation on development of self-esteem especially among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State.

Specifically, the study intends to:

- i. determine the influence of extrinsic motivation on development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State.

- ii. determine the influence of intrinsic motivation on development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State.

Research Questions

The following research questions were formulated to guide the study.

- i. To what extent does extrinsic motivation influence the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State?
- ii. To what extent does intrinsic motivation influence the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State?

Research Hypotheses

The following null hypotheses were formulated to guide the study.

- iii. There is no significant influence of extrinsic motivation on development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State.
- iv. There is no significant influence of intrinsic motivation influence the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State.

Literature Review

The Concept of Motivation

According to Harin (2017), motivation is difficult to define. The word “motivation” comes from a Latin word “mover” which means to move. Motivation as those phenomena which are involved in the stimulation where there was little or no movement towards goals. Jibrin (2018) defines motivation as inner state of need or desire that activates an individual to do something that will satisfy that need or desire. Brown (2015) defines motivation based on behaviouristic and cognitive definition. Based on behaviouristic, Brown defines motivation as anticipation of reinforcement which is powerful concept for the classroom. Based on cognitive definition, Brown classified motivation definition into three categories. First, based on drive theory, motivation stems from basic innate drives. So, motivation according to Mehndroo, and Vandana (2020) has been in existence since we are born. Second, based on hierarchy, motivation is something that comes from individual needs. Third, based on self-control theory, motivation is something that appears if there is opportunity to make own choices about what to pursue and what not to pursue (self-control) (Brown, 2015).

Bernard (2019) defined extrinsic motivation is often used when an individual cannot be intrinsically motivated. This generally occurs when an individual must perform a task or behaviour that they do not find enjoyment in. each type of extrinsic motivation varies in the level of autonomy. Autonomy can be defined as an individual’s ability to make decisions on

their own without the coercion of others. There are four types of extrinsic motivation, which include external regulation, introjected regulation, identification and integrated regulation (Seth, 2019).

Concept of Self-Esteem

Self-esteem is the value an individual place on themselves relative to others. It is also what one believes and feels about themselves. It can also mean accepting one's weaknesses as well as strengths, and that one feels that they deserve the respect from others. With self-esteem, one learns to build on strengths and to compensate for weaknesses. A positive self-esteem is crucial in maintaining academic performance among pupils (Mutuma, 2017). A person's self-esteem can be perceived as negative or positive depending on how one evaluates their worth (Dondo, 2018). The value that one attaches to self leads to the level of self-esteem that they have. As a result, this level of self-esteem can influence one's performance of tasks in various situations in life. The two extremes of self-esteem are not desirable. Positive self-esteem implies that comparing one's value to others, the individuals find themselves superior. This can lead to behaviours like arrogance, selfishness and difficult in coping with others.

Heaven (2019) asserted that self-esteem has become a household word. Teachers, parents, therapists and others have focused efforts on boosting self-esteem, on the assumption that positive self-esteem will cause many positive outcomes and benefits—an assumption that is critically evaluated in this study.

Extrinsic Motivation and Development of Self-Esteem

External regulation occurs when an individual performs a task or behaviour to receive some type of external reward. Extrinsic motivation is the least autonomous type of extrinsic motivation. An example of external regulation would be working overtime at a job to earn extra money or to receive recognition. Lohbeck (2020) examined the effects of motivation applied to 16 children between 48- and 60-months old children's self-esteem in Ondo State primary schools. The survey research design was employed in the study. A personal information form and the Dimensions of Mastery Questionnaire (DMQ18) for preschool children were used as data collection tools in the study. Motivational strategies were implemented for the children for 14 weeks, two days a week between pre-test and post-test scores. Results show that there was a significant difference in the level of development of self-esteem of the children who were motivated and the effect of the motivation was permanent. The study concluded that external regulation and introjected regulation influence the development of self-esteem especially among pre-schools pupils in Ondo State.

Auwalu, *et al* (2018) examine the relationship between pupils' motivation and their self-esteem and to find out the effect of motivation on pupils' self-esteem. A structured questionnaire on motivation was administered on 218 pupils. Data was analyzed using

correlation analysis and a simple linear regression. Findings of the study revealed that a strong positive relationship exists between motivation and pupils' self-esteem. This is because the r -value from the correlation analysis is 0.667 revealing a strong link between the study variables. Similarly, result from the regression analysis indicated that motivation serves as a good predictor of pupils' esteem. Based on the findings from the study, a strong relationship exists between motivation and pupils' self-esteem. Similarly, pupils' motivation serves as a yardstick in predicting their performance.

Intrinsic motivation and Development of Self-Esteem

Intrinsic motivation means taking in the cause of doing something but not fully accepting it. This type of regulation is still perceived as controlled because intrinsic behaviour is performed due to internal pressure to reduce guilt or anxiety, enhance ego or pride, or maintain self-esteem or feeling of self-worth. Norsuhaily *et-al* (2022) assess the impact of pupils' motivation on self-esteem among preschool pupils in Sultan Zainal Abidin, Malaysia. How pupils build motivation in themselves may influence how successful they are academically. Pilot research was conducted on 144 participants using exploratory factor analysis to establish the instrument's reliability and validity. However, the study showed no significant difference in accomplishment motivation between high and poor achievers. Similarly, the data found that males and females differed significantly in achievement desire. Using the Statistic Program for Social Science (SPSS) version 20, the data were analysed using correlation analysis and fundamental linear regression analysis. The findings revealed that pupils' motivation boosted their self-esteem. Similarly, the regression analysis revealed that motivation was a strong predictor of greater self-esteem.

Gupta and Rashmi (2016) examined the impact of academic motivation on self-esteem. A study on preschool pupils that there is an increase in lack of motivation among the pupils towards their academic especially when they reach high school because at their stage their attention is diverted and divided among many things like peer group, heterogeneous relations, fashion and incessant entertainment and this hampers their academic performance. So, the present paper is an attempt to find out the relationship between academic motivation and self-esteem of class 1 pupils of Assam, India. Tool used for the study is Self-Esteem Motivation Test by Sharma and for the self-esteem the final year examination results were taken. The findings of the study revealed a significant positive relationship between academic motivation and self-esteem. There is a significant difference in academic motivation between high and low achievers but there is a significant sex difference within low achievers with respect to academic motivation.

The review of related literature was done on key sub-variables as used in the study. The review showed that motivation is an ambiguous word referring to anything that energizes the learners to carry out a task successfully. In the study, it was observed that motivation is of different types (achievement, affiliation, competence, power, attitude and fear motivation) that

stimulate, challenge, inspire or energize the learners in developing their self-esteem. The review on concept of self-esteem showed that self-esteem is the value an individual placed on themselves relative to others. Empirical review was carried out on external regulation and development of self-esteem and introjection and development of self-esteem. The review showed that external regulation and introjection development of self-esteem may or may not influence the development of self-esteem among pre-primary school pupils.

From the review, there is no known research conducted in Akwa Ibom State known to the researchers. This therefore formed the basis on which the present research on influence of motivation on development of self-esteem especially among pre-primary school pupils in Akwa Ibom State is based to fill the gap.

Methodology

The survey research design was adopted in the study. The study was conducted in Nsit Ibom Local Government Area of Akwa Ibom State. Nsit Ibom is one of the thirty-one (31) Local Government Areas in Akwa Ibom State. However, there are fifteen secondary schools, forty-seven primary schools and two prominent tertiary institutions which are College of Education in Afaha Nsit and Maurid Polytechnic. The target population comprised three thousand, four hundred and eighty-six (3486) public pre-primary school pupils in forty-seven (47) primary schools in Nsit Ibom Local Government Area of Akwa Ibom State in the 2022/2023 session. Multi-stage sampling procedure was adopted. Firstly, using simple random sampling technique ten (10) primary school with pre-primary section were selected. Secondly, using (60%) and simple random sampling technique, 210 per-primary pupils were selected for the study. A questionnaire titled “Motivation and Self-Esteem Development of Pupils (MSDP)” was used to collected data from the respondents. The questionnaire was a 4-points rating scale response option; Agreed (A), Strongly Agreed (SA), Disagreed (D) and Strongly Disagreed (SD) in each variable statement. the instrument was validated by three experts in Department of Early Childhood Education, Faculty of Education University of Uyo. Their inputs and corrections on certain items gave the researchers guides to review the items before they were considered suitable for administration

To establish the internal consistency of the instrument, thirty (30) randomly selected pre-school pupils in another school that were not part of the main study but were of the parent population were administered the instrument. Data emanating from the administration were analysed using Cronbach Alpha method and a reliability coefficient of .81 was obtained therefore the instrument was considered reliable. The data obtained for the study were analyzed using mean, standard deviation and dependent t-test statistical method. The result was tested at 0.05 levels of significance.

3.00-4.00	very strong influence	4
2.50-2.99	strong influence	3
2.00-2.49	moderate influence	2
1.00-1.49	weak influence	1

In testing the hypotheses, where the calculated p-value is less than the acceptable level of 0.05 level of significance, there is significant influence between the variables and the null hypothesis is rejected. On the other hand, where the calculated p-value is greater than the acceptable level of 0.05 level of significance, the null hypotheses was retained, indicating a significant influence between the variables tested.

Results

Research Question1: to what extent does extrinsic motivation influence the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Table 1: summary of influence of extrinsic motivation on the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Variables	\bar{X}	weighted mean	SD	Decision
extrinsic motivation	13.02	2.60	1.34	strong influence
development of self-esteem	12.61	2.52	1.20	

In Table 1, the result revealed that the mean for extrinsic motivation is 13.02. the weighted mean of item is 2.60, therefore it is regarded as strong influence. This implies that extrinsic motivation influences the acquisition of development of self-esteem among pre-primary pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Research Question 2: to what extent does intrinsic motivation influence the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State?

Table 2: summary of influence of intrinsic motivation on the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Variables	\bar{X}	weighted mean	SD	Decision
intrinsic motivation	12.73	2.54	1.17	strong influence
development of self-esteem	12.61	2.52	1.20	

In Table 2 the result revealed that the mean for intrinsic motivation is 12.73. the weighted mean of item is 2.54, therefore it is regarded as strong influence. This implies intrinsic motivation influence the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Testing the Hypotheses

Research Hypothesis 1: This is no significant influence of extrinsic motivation on development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Table 3: summary of related t-test on influence of extrinsic motivation on development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Variables	\bar{X}	SD	df	t	p=0.05	Decision
extrinsic motivation	13.02	1.34	209	185.08	.000	*
development of self-esteem	12.61	1.20				

*note * = p is significant*

The result in Table 3 revealed that the calculated $t = 185.08$, $p = .000$ at 209 degree of freedom, since the p value is less than 0.05 level of significance the null hypothesis which stated that there is no significant influence of extrinsic motivation on development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State is rejected. This implies that extrinsic motivation significantly influences the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Research Hypothesis 2: There is no significant influence of intrinsic motivation on development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Table 4: summary of related t-test on influence of intrinsic motivation on development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Variables	\bar{X}	SD	df	t	p=0.05	Decision
intrinsic motivation	12.73	1.17	209	4.16	.000	*
development of self-esteem	12.61	1.20				

*note * = p is significant*

The result in Table 4 revealed that the calculated $t = 4.16$, $p = .000$ at 209 degree of freedom, since the p value is less than 0.05 level of significance the null hypothesis which stated that there is no significant influence of intrinsic motivation on development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State is rejected. This implies that intrinsic motivation significantly influences development of

self-esteem among pre- primary pupils in Nsit Ibom Local Government Area of Akwa Ibom State

Discussion of Findings

Influence of Extrinsic Motivation on Development of Self-esteem among Pre-primary School Pupils

The findings on influence of extrinsic motivation on development of self-esteem among pre-primary school pupils shows that extrinsic motivation influences the acquisition of development of self-esteem among pre- primary pupils in Nsit Ibom Local Government Area of Akwa Ibom State. The corresponding hypothesis indicated that extrinsic motivation significantly influences the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State. This finding was obtained as extrinsic motivation is an effective tool in behavior modification. The prospect of receiving external rewards or consequences can often prompt individuals to exhibit certain advantageous behaviors.

The finding confirms the importance of extrinsic motivation on development of self-esteem and concluded by making insightful suggestions and recommendations to stakeholders in education in helping pupils to enhance their motivation and self-esteem to improve on their academic performance. This finding is in conformity with Lohbeck (2020) who examined the effects of motivation applied to 16 children between 48-and 60-months old children's self-esteem. The findings show that there was a significant influence in the level of development of self-esteem of the children who were motivated and the effect of the motivation was permanent. the present finding is in congruence with the earlier finding by Auwalu, *et-al* (2018) that there is a strong relationship that exists between extrinsic motivation and pupils' self-esteem as pupils' motivation is a value to themselves based on their opinions and beliefs.

Influence of Intrinsic Motivation on Development of Self-esteem among Pre-primary School Pupils

The findings on influence of intrinsic motivation on development of self-esteem among pre-primary school pupils shows that intrinsic motivation influences the acquisition of development of self-esteem among pre- primary pupils in Nsit Ibom Local Government Area of Akwa Ibom State. The corresponding hypothesis indicated that intrinsic motivation significantly influences the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State. This finding came out as students are engaged in internal rewards, like a love of learning or interest in a subject. These pupils must have learned to value learning for its own merits, regardless of any external factor. Moreso, when pupils have a sense of control over their learning, their intrinsic motivation improves; they are likely to persist at tedious academic tasks, and they learn to process information at a deeper level

This finding is also in line with what Norsuhaily *et-al* (2022) who stated that a strong relationship exists between motivation and pupils' self-esteem. In the same vein, the present finding is in *paripasu* with the works of Gupta and Rashmi (2016) who asserted that intrinsic motivation influences the development of self-esteem among individuals. Based on this premise, as pupils' motivation boosted their self-esteem, the present study maintains that intrinsic motivation serves as a yardstick in influencing the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State.

Conclusion

From the findings of this study, it is obvious that the development of self-esteem by pupils is being threatened due to poor motivational strategies teachers adopt in the teaching/learning process. The study concluded that extrinsic and intrinsic motivation influence the development of self-esteem among pre-primary school pupils in Nsit Ibom Local Government Area of Akwa Ibom State.

Recommendations

Based on the findings of this study, the researcher considered the following recommendations relevant for the improvement of pre-primary schools.

- i. Pre-primary school teachers should take advantage of the opportunities that extrinsic motivation provides for observing children's self-esteem development and learning. Through such observations, teachers can learn about child's interactions, cognitive and language abilities/competencies, motor skills and emotional development.
- ii. Pre-primary school teachers should be encouraged to attend regular workshops and seminars to acquaint themselves with requisite skills to use appropriate motivational strategies.
- iii. Parents should adopt external regulation and introjected regulation motivational strategies to enable pupils develop self-esteem as well as enhancing effective academic achievement of the pupils.

References

- Auwalu, S. M., Norsuhaily, A. B., Sadiq, I. M. & Kabara, A. H. (2018). Impact of motivation on pupils' development of positive self-esteem. *The American Journal of Innovative Research and Applied Sciences*, 1(6), 221-226.
- Bernard, J. S. (2019). Age and gender differences in the relation between self-concept facets and self-esteem. *The Journal of Early Adolescence*, 34(6), 760-791.
- Brown, J. S. (2018). Examination of the structure and grade-related differentiation of multidimensional self-concept instruments for children using ESEM. *The Journal of Experimental Education*, 84(2), 330-355.

- Campbell, L. C. and Pritchard, P. A. (2019). Self-concept, social position and social participation of pupils with SEN in mainstream primary schools. *Research Papers in Education*, 28(4), 421-442.
- Denhardt, E. T., Armstrong, D., Armstrong, A. C. & Spandagou, I. (2018). Inclusion: By choice or by chance? *International Journal of Inclusive Education*, 15(1), 29-39.
- Dondo, M. A. (2018). Self-concept of students with learning disabilities: A meta-analysis. *School Psychology Review*, 31(3), 405-427.
- Greeno, M. (2018). Context-related changes in academic self-concept development: On the long-term persistence of big-fish-little-pond effects. *Learning and Instruction*, 45, 31-39.
- Gupta, P. K. & Rashmi, M. (2016). Impact of academic motivation on self-esteem: A study on preschool pupils in Assam, India. *European Journal of Education Studies*, 2(10), 41-53.
- Heaven, S. K. (2019). Loneliness among students with special educational needs in mainstream seventh grade. *Research in Developmental Disabilities*, 33(6), 1888-1897.
- James, J. M. (2018). Fostering academic self-concept: Advisor support and sense of belonging among international and domestic graduate students. *American Educational Research Journal*, 50(1), 108-137.
- Jibrin, M. (2018). Reading, writing and math self-concept in elementary school children: Influence of dimensional comparison processes. *European Journal of Psychology of Education*, 29(2), 277-294.
- Kholode, G. L. (2019). Educational aspirations of Chinese migrant children: The role of self-esteem contextual and individual influences. *Learning and Individual Differences*, 50, 195-202.
- Lohbeck, A. (2020). Does integration play a role? Academic self-concepts, self-esteem and self-perceptions of social integration of elementary school children in inclusive and mainstream classes in Ondo State Universal Basic Educational. *Social Psychology Education*, 23, 1367-1384.
- Mehndroo, F. & Vandana, M. (2020). Impact of motivation on self-esteem. *Ilkogretim Online – Elementary Education Online*, 19(4), 3316-3320.
- Mutuma, N. E. (2017). Undermining children's intrinsic interest with extrinsic reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 6(2), 3443-3450.

- Ongoma, R. M. (2018). The ‘what’ and ‘why’ of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268.
- Petro, K. E. (2020). Motivating learning, performance and persistence. The synergistic effects of intrinsic goal contents and autonomy-supportive contexts. *Journal of Personality and Social Psychology*, 87, 246-260.
- Robert, W. M. (2018). The relationship between psychological needs, self-determined motivation, exercise attitudes and physical fitness. *Journal of Applied Social Psychology*, 33, 2373-2392.
- Seth, O. (2019). Effect of self-esteem on achievement motivation among University pupils. *International Journal of Research and Scientific Innovation (IJRSI)*, VI(VIII), 2321-2705.
- UNESCO (2020). Distance Learning Solutions. UNESCO. <https://en.unesco.org/covid19/educationresponse/solutions>.