



Self-Esteem In Relation To Achievement Motivation In Physical Education Lessons For Secondary Stages

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Abstract

The objective of this study was to investigate the correlation between mathematical self-esteem and achievement motivation in a sample of secondary school students. The sample size reached (200) male and female students. For the purposes of the study, two tools were applied, namely: the self-esteem scale and the achievement motivation scale, so that they were subjected to the necessary conditions of sincerity and consistency. Here are the results we obtained: there is a correlation between sports self-esteem and sports achievement motivation in the physical education class in the secondary stage. Some statistically significant differences on mathematical self-esteem attributed to the gender variable. The statistically significant differences are attributed to the gender variable in the mathematical achievement motivation.

Keywords: Self-Esteem, Achievement Motivation, Lessons, Physical Education, Secondary Stages.

Introduction

Physical education serves as an essential facet of general education, aiming to foster the student's identity in a unified and balanced approach encompassing physical, mental, psychological, and social elements (Siedentop & Van der Mars, 2022). Reflecting on recent educational progressions, the role of physical education has shifted from being solely a recreational pursuit for enjoyment or vitality restoration to a substantial educational and psychological context that promotes positive inclinations and the advancement of individual skills in students (Wintle, 2022). Especially in the secondary stage, which embodies a crucial developmental epoch (adolescence) that experiences fast physiological, psychological, and behavioural shifts (Nikolaidis & Son'kin, 2023). Self-esteem has arisen as a key psychological element that mirrors a student's self-concept and the amount to which they rate their own abilities and potential (Tsartsapakis & Zafeiroudi, 2025). Students endowed with robust self-esteem generally manifest stronger self-assurance in sporting activities and are more equipped to confront physical and skill obstacles in the classroom without trepidation of failure or critique from their peers (Liu, 2022). Affirmative exchanges in a physical education course yield continual prospects to augment this appreciation through motor accomplishments and communal integration



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(Al Behadili & Kasim, 2022; Huang, 2024). A robust sense of self-worth is significantly and critically evident in students' drive for achievement, as this motivation signifies a profound ambition and relentless pursuit of optimal performance, overcoming barriers, and excelling in the physical and skill-oriented tasks they are given (Jalili Shishavan, 2025; Salih, Hashim & Kasim, 2021). A student who is assured in their attributes and self-regard demonstrates significant internal drive to participate meaningfully, meet instructional standards, and relentlessly pursue the improvement of their athletic performance (Peng et al., 2025). The significance of this psychological association is heightened when it is utilised in Iraqi secondary schools, especially in Maysan Governorate, noted for its distinctive social and educational milieu that demands comprehension of the psychological elements impacting students' behaviour and their enthusiasm for physical education.

Determining the characteristics of the connection between self-esteem and achievement motivation in this governorate provides educational and sports authorities with precise scientific metrics for curriculum enhancement and fostering a supportive psychological atmosphere to boost student engagement. From this point of view, the scientific and applied importance of examining the relationship between self-esteem and achievement motivation is evident in physical education lessons for secondary stages in Iraqi schools (Maysan Governorate as a model), to provide the sports and educational library with a field study that sheds light on the psychological aspects affecting performance, and helps physical education teachers and teachers to develop educational strategies that enhance self-confidence and invest students' energies towards achievement and excellence.

Research Problem

The secondary school period is a significant and sensitive time in students' life, as it is when their psychological identity is established and their attitudes towards various academic and physical endeavours get defined (Parker, White & Meyer, 2023). The physical education program creates a singular participatory atmosphere intended to bolster the mental and physical health of children and cultivate their ambition for success and excellence (Siedentop & Van der Mars, 2022). Observations conducted in the field, alongside the academic experiences of researchers within the educational setting of Maysan Governorate, indicate a significant imbalance and a reduction in the engagement levels of many high school students during physical education classes, where some display a tendency towards negative and habitual performance or choose to abstain from active participation in the designated physical and skill activities. This regression in behaviour and education is linked to the imbalances in various psychological variables that regulate student conduct, with self-esteem being the most significant. The student's inadequate self-worth and deficient physical and motor skills foster a sense of trepidation and fear of failure or evaluation, which negatively impacts his achievement motivation, consequently reducing his desire to engage in competition and to enhance his skills while facing motor challenges in class. In spite of the critical nature of these two psychological



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factors, field research focusing on the interplay between self-esteem and achievement motivation, especially in the context of secondary schools in Maysan governorate, is still limited, creating a gap in knowledge and practice for physical education teachers in understanding and addressing students' psychological incentives with affirmative educational approaches.

Thus, the research dilemma is articulated in the scholarly and practical inquiry to analyse the correlation between self-esteem and achievement motivation in physical education sessions among secondary school students in Maysan Governorate, intending to reveal numerical and objective indicators that aid educational leaders in creating a motivating educational environment that enhances students' self-confidence and effectively harnesses their psychological and physical energies.

Research Questions

1. Is there a correlation between sports self-esteem and the motivation of athletic achievement in the physical education class in the secondary stage?
2. Are there any statistically significant differences in mathematical self-esteem attributed to the age variable (from 13 years to 15 years from 15 years and above)?
3. Is there a statistically significant relationship in the motivation of athletic achievement attributed to the age variable (from 13 years to 15 years from 15 years and above)
4. Is there a statistically significant relationship in mathematical self-esteem attributed to the gender variable?
5. Are there any statistically significant differences in the motivation of sporting achievement that expose the gender variable?

Research Objectives

1. Identifying the Correlation between Mathematical Self-Esteem and Athletic Achievement Motivation among Secondary School Students.
2. Recognize the differences in the level of self-esteem between females and males.
3. Identify the differences in the level of achievement motivation between the ages of 13 and 15 years and above 15 years.
4. Identify differences in achievement motivation between females and males.
5. Identify the differences in the level of self-esteem between students from 13 years old to 15 years old and above 15 years old.

Research Hypotheses

1. There is a correlation between sports self-esteem and the motivation of athletic achievement in the physical education class at the secondary level.
2. There are statistically significant differences in mathematical self-esteem attributed to the age variable (from 13 years to 15 years and above).
3. There is a statistically significant relationship in the motivation of sporting achievement attributed to the age variable (from 13 years to 15 years from 15 years and above).



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4. There are statistically significant differences in mathematical self-esteem attributed to the gender variable.
5. There are statistically significant differences in mathematical achievement motivation attributed to the gender variable.

Significance of the Study

The significance of this research lies in the fact that it emphasises the close interdependence of the psychological and physical in the educational process, since the balanced psychological construction of students is the basis for achieving the lofty goals of the physical education lesson. The significance of the research is expressed in the following scientific and applied aspects: Enrichment of knowledge: The research adds a scientific contribution to the sports and educational library by studying two important psychological variables (self-esteem and achievement motivation) in a sensitive age group (adolescents at the secondary stage). The connection between education and sporting psychology helps in promoting the academic knowledge of how self-esteem influences the direction and movement of achievement motivation in the setting of education in the physical education class. The Research Gap is a database and a precise scientific information about the psychological reality of high school students in Maysan Governorate, which forms a reference for the researchers and learners in the application of future and similar studies. Practical significance. The support of the teaching staff provides physical education teachers with objective indicators and measures to understand students' psychological behaviours and to identify the reasons for the negative or positive interaction in the lesson. Developing Educational Strategies points out to those responsible for the preparation of educational curricula and programs the need to take into account and promote "self-esteem" as a motivating factor to increase "achievement motivation", and to design kinetic activities that enhance the student's self-confidence and reduce the fear of failure. Serving the educational environment in Maysan The General Directorate of Education of Maysan Governorate enables the General Directorate of Education of Maysan Governorate to benefit from the findings and recommendations of the study in establishing development courses for teachers to deal with psychological and motivational differences among secondary school students.

Limitations of the study

Objective limitations: The study was limited to identifying self-esteem and its relationship with achievement motivation in physical education lessons.

Human Limits: The study included teachers of public secondary schools.

Spatial limits: The study was conducted in secondary schools affiliated to the Directorate of Education in Maysan Governorate.

Time limits: The field aspect and the collection of questionnaires were carried out during the period from January to March 2026.

Methodology

Methodology used in the study:



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Considering the essence of the subject matter we are investigating, and like all informal topics, we have chosen a descriptive strategy, where the reality of the phenomenon is articulated by interrogating the study population or a portion of it as a sample through a questionnaire, describing the phenomenon, diagnosing it, illuminating its various dimensions, and gathering the necessary information to comprehend and analyse it, in order to arrive at targeted solutions for the phenomenon being studied.

Study Population:

The study population is a methodical scientific word that denotes any entity to which the findings of the research can be extrapolated, including groups of humans, literature, educational institutions, etc. This aligns with the targeted domain of the issue. Consequently, our research was focused on a particular demographic, namely the secondary school pupils of Maysan Governorate.

Study Sample:

A sample is a model that includes an aspect or part of the units of the original community in the research that is representative of it so that it carries its common qualities, and this model or part makes the researcher rich in studying all the units and vocabulary of the original community. The researchers relied on a simple random sample of 200 male and female students in his research.

Study sample size:

In order to carry out this study, we selected a sample distributed as follows:

The sample consisted of (200) male and female students, who are practicing their studies at the secondary stage in both Al-Maymouna Al-Bain and Al-Maymouna Secondary School for Girls in the academic year (2025/2026), and they were randomly selected.

Description of the study sample variables:

Distribution of the sample by sex

Table 1: Shows distribution of the sample by sex variable

Gender	Repetition	Percentage
Male	104	52%
Female	96	48%
Total	200	100%

Through this table, we can see that the gender of the sample is convergent, as the number of male individuals reached 104 students with a percentage of 52% compared to the female gender which reached 96 students and a percentage of 48%, which is a result that shows the interest of students of both sexes in the share of physical education in the secondary stage. We took an equal proportion in both schools, with 52 males in each school and 48 females in each school.

Sample distribution by age:

Table 2: Shows the distribution of the sample according to the age variable.

Age	Repetition	Percentage
From 13-15 years	140	52%
and 15 up	60	48%



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Total	200	100%
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We note through this table that the students between the ages of 13 and 15 constituted the highest number with 140 students and with an estimated percentage of 70%, the share of the two schools was equal, i.e. 70 students, followed by the group ranging from 15 years and above, where the number of students reached 60 students, and with an estimated percentage of 30%, i.e. 30 students in each school, and this is due to the fact that the legal age in the middle and secondary stages ranges between 13 and 18. year.

Study Tools:

Based on the study methodology, we used the scale as a tool to collect information from a specific sample of the study population in order to find out their opinions about the difficulties they face, as the scale is a model that includes a set of questions directed to the student in order to obtain information about a topic or problem, and it is implemented either through a personal interview or sent to the students through social media.

Maurice Ingres defines it as a straightforward technique of inquiry that is used against individuals and allows for targeted interrogation and quantitative drawing aimed at finding mathematical relationships and making digital comparisons.

We have prepared using this scale according to the following steps:

1. Use of some sources and references (dissertation books, university theses).
2. Reviewing many previous literature and studies related to the subject of the study, maintaining the scientific honesty to collect the material.
3. Take the opinions of many experts.

In this context, we relied on Cooper-Smith's Self-Esteem Scale, which consists of (38) phrases, designed according to the (Triple Likert Scale), i.e. in the form of different questions, each of which includes 3 levels of answer, which are:

To some extent, it does not apply A scoring scale ranging from 3 to 1 for positive statements, and from 1 to 3 for negative statements, and the scale consists of three dimensions: general self-esteem (14 phrases), social self-esteem (12 phrases), and family self-esteem (12 phrases), then we calculated each of:

Consistency-related honesty: This was done by calculating the self-truthfulness of the learning motivation scale, which is equal to the square root of the stability coefficient, and reached (0.86), from which the scale can be considered truthful in what it measures, and the result indicates that the scale has high self-truthfulness.

Correctness of Terminal Comparison (Discriminant Truthfulness): This method is used to calculate the validity of the test through its abilities to distinguish between the two ends of the scale, i.e. between the lower and upper groups, and this method is used to calculate the formative truthfulness and the truth of the content, where we arranged the scores of the sample ascending and took 27% of the two ends of the distribution and calculated the difference by the "T" test between the averages of the two groups as shown in the following table:

Table 3: esteem scale-Shows the validity of the terminal comparison of the self .



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Variable	M	SD	df	T	F	Sig
Self-esteem	142.59	10.25	198	9.98	0.58	0.000

During Table 3 we found that the calculated value of (t) is (9.98) which is a function at the significance level of 0.01, which indicates that the self-esteem scale is able to distinguish between the upper and lower ends, which confirms the validity of the self-esteem scale.

Stability of the scale

After applying the scale to a survey sample outside the study sample of (142) male and female students, data related to the students' responses were collected, and then we unloaded this data into a program for the statistical package SPSS for Humanities and Social Sciences), to know the score of Cronbach's alpha coefficient, which is known to be one of the most important measures of internal consistency of the test, which consists of composite scores, and Cronbach's alpha coefficient relates the stability of the test to the variance of items, so the percentage of item variances increases in relation to the total variance, leading to a decrease in the stability coefficient.

Cronbach's alpha coefficient.

To verify the stability of the study scale, the Cronbach's alpha coefficient method was relied upon, and most researchers rely on ready-made programs to calculate this coefficient such as SPSS, as shown in the following table:

Table (4): The value of the self-esteem scale coefficient

Variable	Number of Phrases	Cronbach's alpha coefficient
Self-esteem	38	0.74

Through Table (4), it is clear that the stability coefficient of the self-esteem scale is (0.74), and this indicates that the scale has a good and acceptable degree of stability that reassures the student to apply it to the basic study sample.

We also relied on the achievement motivation scale designed by Osman Kamal Mustafa Hazin, which consists of (31) phrases, designed according to the Triple Likert Scale, i.e. in the form of different questions, each of which includes 3 levels of answer: apply, apply to some extent, do not apply. A score scale of 3 to 1 for positive statements and 1 to 3 for negative statements was adopted.

Honesty associated with steadfastness.

This was done by calculating the self-truthfulness of the achievement motivation scale, which is equal to the square root of the stability coefficient, and reached (0.79), from which the scale can be considered honest in what it measures, and the result indicates that the scale has high self-truthfulness.

Truthfulness of peripheral comparison (discriminatory truthfulness).

This method is used to calculate the validity of the test through its abilities to distinguish between the two ends of the scale, i.e. between the lower and upper groups, and this method is used to calculate the formative truthfulness and the truthfulness of the content, where we arranged the scores of the sample ascending and took 27% of the



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two ends of the distribution and calculated the difference by the "T" test between the averages of the two groups as shown in the following table:

Table5: Shows the validity of the terminal comparison of the achievement motivation scale

Variable	M	SD	df	T	F	Sig
Achievement Motivation	59.44	3.33	198	14.98	0.08	0.000

According to Table (5), the computed value of (t) is (14.98) at a significance level of 0.01, demonstrating that the accomplishment motivation scale effectively differentiates between the greatest and lowest levels, hence affirming the scale's validity.

Stability of the scale:

After the scale was applied to a survey sample of 164 male and female students outside the study sample, individual response data were collected and subsequently analysed using the statistical software package (SPSS) for Humanities and Social Sciences, where the Cronbach's alpha coefficient was computed to ascertain the scale's reliability, employing the following approaches:

Alpha Kr Bach

To verify the stability of the study scale, the Cronbach's alpha coefficient method was relied upon, and most researchers rely on ready-made programs to calculate this coefficient such as (SPSS), as shown in the following table:

Table 6: Shows the value of the achievement motivation scale coefficient

Variable	Number of Phrases	Cronbach's alpha coefficient
Achievement Motivation	31	0.63

Through Table (6), it is shown that the stability coefficient of the self-esteem scale is (0.63), and this indicates that the scale has a good and acceptable degree of stability that reassures the student to apply it to the basic study sample.

Statistical Analysis and Processing Method:

After the application stage, the valid results for the purposes of the study that meet the answer conditions were emptied, for the purpose of analyzing and processing them, based on the calculation of the following laws:

- ❖ Arithmetic averages.
- ❖ Standard deviations.
- ❖ Pearson correlation coefficient.
- ❖ Cronbach's Alpha.

Results

Presentation, analysis and discussion of the results:

Presentation of the results of the first partial hypothesis:

Study of the differences in self-esteem among middle school students in the physical education class in light of the age variable: 13 to 15 years old and 15 years and above, the (T) test was used for two independent samples to study the differences and the results were as follows:



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Table 7: Shows the differences between ages in self-esteem.

Statistical processing	Sample	M	SD	T	Probability value	df
13-15 Years	140	71.50	7.52	0.063	0.969	198
15 and up	60	71.57	5.74			

Through Table (7) and from the results of the test, we find that the probability value of 0.969 = sig i.e. 95.8%, which is greater than the significance level of (0.05) i.e. 5%, it is not a function, and therefore we reject the alternative hypothesis, which says that there are statistically significant differences in self-esteem attributed to the age variable, and we accept the null hypothesis that says that there are no statistically significant differences in self-esteem attributed to the age variable, and from this the hypothesis is not realized.

Presentation of the results of the second partial hypothesis:

To study the differences in achievement motivation among high school students in the physical education class in the light of the age variable: 13 to 15 years old and 15 years and above, the (T) test was used for two independent samples to study the differences, and the results were as follows:

Table 8: Shows age differences in achievement motivation.

Statistical proc	Sample	M	SD	T	Probability value	df
13-15 Years	140	59.68	6,94	0.073	0.962	198
15 and up	60	59.57	7.04			

Through Table (8) and from the results of the test, we find that the probability value of 0.962 sig=, which is greater than the significance level of (0.05) i.e. 5%, is non-functional, and therefore we reject the alternative hypothesis, which says that there are statistically significant differences in self-esteem attributed to the age variable, and we accept the null hypothesis that says that there are no statistically significant differences in self-esteem attributed to the age variable, and from this the hypothesis is not realized.

Presentation of the results of the third partial hypothesis

To study the differences in self-esteem among high school students in the physical education class in light of the gender variable: male/female, the T-test was used for two independent samples to study the differences, and the results were as follows:

Table 9: Shows Gender differences in self-esteem.

Statistical processing	Sample	M	SD	T	Probability value	df
13-15 Years	140	71.56	9.87	0.042	0.986	198



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15 and up	60	71.97	6.97			
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Through Table (9) and the results of the test, we find that the probability value of 0.986, which is greater than the significance level of (0.05), i.e. 5%, is not significant, and therefore we reject the alternative hypothesis, which says that there are statistically significant differences in self-esteem attributed to the age variable, and accept the null hypothesis that says that there are no statistically significant differences in self-esteem attributed to the age variable, and from this the hypothesis is not realized.

Presentation of the results of the fourth partial hypothesis

To study the differences in achievement motivation among high school students in the physical education class in the light of the gender variable: males / females, the (T) test was used for two independent samples to study the differences and the results were as follows:

Table 10: Shows Gender differences in achievement motivation.

Statistical processing	Sample	M	SD	T	Probability value	df
13-15 Years	140	69.80	8.43	0.32	0.866	198
15 and up	60	59.41	6.56			

From the data presented in Table (10) and the results of the test, we observe that the probability value of 0.866, which corresponds to 77.5%, is greater than the significance level of 0.05 or 5%, signifying it is not significant; therefore, we reject the alternative hypothesis that suggests there are statistically significant differences in achievement motivation linked to gender, and we accept the null hypothesis that indicates no statistically significant differences in achievement motivation concerning gender, thus concluding that the hypothesis is not confirmed.

Analysis and discussion of the results:

Discussion of the results of the first partial hypothesis:

Answer to the hypothesis of the first study, which reads: 'There are statistically significant differences in self-esteem attributed to the age variable (from 13 years to 15 years from 15 years and above), where arithmetic averages, standard deviations, and tests for independent samples were calculated, and the results showed that there are no statistically significant differences in self-esteem attributed to the age variable (from 13 years to 15 years from 15 years and above), and the results of our study were consistent with the study of Kovács et al (2022) the results of the study showed that there are differences in the motivation to learn between the different levels of study in favor of the higher students at the academic level. The age factor does not affect and thus the alternative hypothesis related to this split was rejected.

Discussion of the results of the second partial hypothesis:

In response to the hypothesis presented in the first study, which asserts: "A statistically significant association exists between the motivation for athletic accomplishment and the age variable (from 13 to 15 years and 15 years and older)," the calculations of arithmetic means, standard deviations, and the independent samples t-test indicated that no statistically significant association exists in the motivation for sports achievement



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concerning age (from 13 to 15 years and 15 years and older), thus resulting in the dismissal of the alternative hypothesis related to this gap. According to Abrams (2023), research indicates that students and adolescents possessing an IQ greater than 160, who experience multiple acceleration, display a pronounced enthusiasm for learning, take pleasure in their educational environment, maintain high self-esteem, and foster close, enduring relationships with classmates. This finding could be attributed to students studying at the same academic level and existing within a shared educational context, which exposes them to uniform stimuli and results in analogous responses; hence, the classroom's integration and interaction promote idea exchange and mutual influence, as motivation may not be impacted by age if it is developed, and since students are perpetually engaging and interacting in the school environment, it is clear that they will learn skills from one another, exchange experiences, and thereby generate motivation, especially as they affect each other.

Discussion of the results of the third partial hypothesis:

In reaction to the premise of the initial study, which states: "There are statistically significant differences in self-esteem based on gender," calculations of means, standard deviations, and independent sample tests were conducted, revealing no statistically significant differences in self-esteem linked to gender, leading to the rejection of the corresponding alternative hypothesis. This outcome may stem from the parallels in familial, educational, and social contexts in which both genders engage, coupled with the evolving societal perception of women, leading to their significant societal contributions, thereby enhancing their sense of social worth and motivating them to succeed. This finding contrasts with the research conducted by Eather et al. (2023), which focuses on adults, indicating that both males and females possess shared traits and interests, as well as common social aspirations and environments. Moreover, they share the same environment and exhibit similarities in their ideologies and awareness dissemination, with the school playing a pivotal role in this, including promoting gender equality under all circumstances, fostering a positive regard for both genders, employing appropriate student treatment methods, ensuring objectivity in assessments, and avoiding bias towards one gender, resulting in no disparities in self-esteem. **Discussion of the results of the fourth partial hypothesis**

In light of the hypothesis from the first study, which posits, "There are statistically significant differences in achievement motivation related to gender," the analysis of arithmetic averages, standard deviations, and independent sample tests demonstrated no significant differences in achievement motivation attributed to gender, thereby validating the alternative hypothesis regarding this element. This conclusion can be attributed to the notion that secondary school scholars are part of a shared academic setting and encounter the same surroundings. They are engaged in uniform sports educational programs, which offer them the same educational avenues, thus cultivating analogous motivation as the pupil through their interactions, affected by numerous elements, including motivation and reinforcement; this result can be attributed to the emergence of



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educational opportunities for both genders, along with circumstances like lack of self-sufficiency, unemployment, and the inability of men to solely provide for the family, all of which motivate women to excel in their studies. The results of our investigation corroborated the findings of Honório et al. (2024) regarding the interplay between self-esteem and academic achievement, with the purpose of understanding self-esteem's relationship to academic success. The study demonstrated that participants had self-esteem levels exceeding the average, which correlated with their academic performance, and that self-esteem tends to rise as students progress over four years. Moreover, the findings revealed no significant differences in self-esteem between genders, and a marginal association was noted between self-esteem and academic success in various courses.

Discussion of the results of the general hypothesis:

In reply to the theory of the first investigation, which posits: "There is an association between mathematical self-esteem and the desire for achieving in mathematics within the context of physical education and sports at the secondary level. The analysis of arithmetic averages, standard deviations, and the Pearson correlation coefficient demonstrated a correlation between mathematical self-esteem and the motivation for mathematical achievement in secondary physical education and sports classes, resulting in the acceptance of the relevant alternative hypothesis. This conclusion can be interpreted by referencing the theoretical literature pertinent to the variables of self-esteem and achievement motivation. In the view of Peng et al. (2025), "self-esteem is regarded as a fundamental necessity for achievement, with a direct relationship existing between self-esteem and achievement motivation; an increase in an athlete's self-esteem correlates with heightened motivation for athletic success, and vice versa. Honório et al. (2024) asserts that 'true self-esteem is dependent on competence,' a hypothesis that aligns with the consensus of various scholars. Yi, Luo, and Wei (2024) maintain that 'self-esteem is a reflection of achievement,' which can be linked to the impact of the educational setting on the comprehensive development of students in mental, skilful, physical, and emotional domains, a conclusion that contrasts with Huang's (2024) study.

General Conclusion:

Through our field study and the analysis of its results, we reached the following conclusions:

1. There are no statistically significant differences in self-esteem attributable to the age variable from 13 years to 15 years from 15 years and above)
2. There are no statistically significant differences in achievement motivation attributable to the age variable from 13 years to 15 years from 15 years and above.
3. There are no statistically significant differences in self-esteem attributable to the gender variable.
4. There are no statistically significant differences in achievement motivation attributable to the gender variable.



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From this, it concludes that there is no correlation between self-esteem and achievement motivation in the physical education class at the secondary level.

Conclusion:

Achievement motivation is one of the important elements that plays a fundamental role in improving the educational and learning process, as it is the focus of attention of most of those in charge of the educational process, as it has received attention from those in charge of it, and it has become seen as the main driver of the behavior of the individual and society, and the characteristic of self-esteem Self-esteem is a multidimensional concept that exists to varying degrees among individuals, and it is an important element that falls within the concept of self and reflects the extent of the individual's sense of value and competence, when individuals have positive attitudes towards They have high self-esteem, and when they have negative attitudes toward themselves, their self-esteem is low, in other words, self-esteem is the general evaluation of the individual's situation as he perceives it.

Study Suggestions:

1. Directing the attention and attention of specialists in the behavioral field to secondary school students.
2. Activating the role of parental care in stimulating the achievement motivation of children, especially adolescents.
3. Building awareness, mentoring and counseling programs based on strategies to motivate achievement motivation among learners at various educational stages.
4. Conducting a study that examines the relationship between psychological readiness and achievement motivation.
5. Raising the awareness of students at various educational and educational stages about the danger of low achievement motivation.

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