



Self-Esteem, Belief in Personal Mastery and Goal Commitment in Students of Pakistan

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Abstract

Given research is aimed at uncovering the fabrics of the relationship among self-esteem, belief in self-mastery, and goal commitment among the students. The research takes into account Belief in Personal Mastery (Pearlin and Schooler, 1978), Goal Commitment (Hollenback and Klein, 1987), and Self Esteem (Rosenberg, 1965). Many psychological factors like self-esteem, belief in personal mastery, and goal commitment can exert a positive influence on academic performance, and on top of that it can exert an influence on goal setting and goal commitment among the students. We can improve our mnemonics methods of learning and can apply these methods in all educational settings based on Academic performance analysis because it is a very important and promising way to instill a performing attitude. Academic achievement is a very important topic in research psychology, so educational psychologists are trying to find out the factors that can affect the student's academic performance. Researches indicate that self-esteem, belief in self-mastery and goal commitment are directly related to healthy bio-psycho-social behavior of human beings which is why chances of the best academic performance increase ultimately. The relationship among self-esteem, belief in self-mastery, and goal commitment has been well documented in the literature, and recent research highlights the strong affirmation of the practicality and importance of these variables regarding academic performance.

Keywords: belief in personal mastery; goal commitment; self-esteem

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1. Introduction

1.1. Self-Esteem

Self-esteem refers to how an individual views, thinks, and assesses himself and how they evaluate their worth and value themselves when surrounded by other fellow beings. Self-esteem is a psychological factor that is associated with the belief system by which an individual evaluates one's self. Human beings tend to have social approval, social appreciation, admiration, likes, prizes, a sense of worth, and value. That is why every individual is motivated to enhance their self-esteem. So, no doubt self-esteem is a vital factor that can positively affect a student's academic performance. Self-esteem is a very common word in popular language and psychology and a very important topic of social sciences. In short, self-esteem is the criteria by which a person judges, assesses, and evaluates herself/himself, and can estimate their feelings and emotions. This whole self-assessment is a significant key to healthy behavior, which affects the thinking processes, like a sense of self-worth, emotions, desires, values, and goals. Many people want to maintain their healthy self-esteem so that they can fruitfully enjoy their lives. Researches indicate that the level of self-esteem increases when people would involve in their desired activities (e.g., eating of best-loved food, engaging in preferred sexual activities, and seeing close friends and favorite places).

1.1.1. Self-Esteem Theories

Self-esteem theories guide individuals to understand and experience the most beneficial aspect of life. Self-esteem is highly associated with self-verification. Although self-verification has been considered as an outcome, desire, and barrier, there is no overall theory of self-esteem. A lot of research indicates that there is a positive and significant relationship between self-esteem and an individual's whole positive evaluation of the self.

1.1.1.1 Self-Esteem's Identity Theory

The identity theory of self-esteem investigates the link between little and large processes that the structures of society, whether it is individualist or collectivist, shape the cultural views and perceptions of self along with self-esteem, hence the identity of an individual's self and social identity mutually formulate self-esteem. Cast and Burkey (2002) have defined identity as a set of verification (the self is formed with the help of various identities) that involve various aspects in which understandings, feelings, quality, beliefs, personality, and expectations are most common, all these traits and set of verification shaping the identity of a person. The identity of a person's self matters in various domains of an individual's life such as their cognitions, internal belief system, and social relationships. Personal identity is also associated with healthy bio-psycho-social behavior, so in every culture, it is a topic of concern throughout the various disciplines of humanities, cognitive science, psychology, and psychoanalysis. The self-esteem identity theory demonstrates the idea that can inform us about who and what we are (Cast & Burkey, 2002).

Self-esteem identity theory is referred to as a theoretical substructure for the consolidation of the numerous abstract ideas of self-esteem, and no doubt self-esteem is a result of the self-verification process and also a very important ingredient of this process, that maintains both self-identity and group identity. Verification of role identities can enhance the individual's worth-based and efficacy-based self-esteem. The identity theory of self-esteem leads toward the self-verification process, and this self-verification process formulates self-esteem. Problematic self-verification generates negative emotions like guilt and balance may be achieved by permitting continued interactivity and continuity in a structural array during periods of disruption and change (Caste & Burkey, 2002).

1.1.1.2 Self-Esteem implicit theory

Self-esteem implicit theory refers to a set of beliefs that exert influence on learning. The fact that someone holds a specific amount of self-esteem should influence how they perceive

other characteristics believed to be linked with self-esteem. For instance, stereotypes are an example of self-esteem's identity theory. Normally it is considered that an individual with higher levels of self-esteem would generally evaluate themselves more positively as compared to individuals with lower self-esteem. Implicit theories hold that the attributes of group membership are assumed to be linked with particular personal characteristics (Zeigler-Hill, and Myers, 2011).

An implicit theory of self-esteem affects how an individual is perceived by society. As Zeigler-Hill and Myers, (2011) demonstrate, individuals with a high level of self-esteem display more positive attitudes related to romantic favorite activities than those with lower levels of self-esteem. Briefly, the implicit theory of self-esteem is particularly linked with the social attribution theory. So, this implicit theory of self-esteem refers to the idea that self-esteem can play an important role in conveying knowledge about social status between the individual and one's social surroundings. In implicit theories, an attribute of the individual is considered to be linked with specific personal characteristics. Implicit theories exert an important influence on explicit cognitions.

1.1.2. Low versus Secure Self Esteem

If our self-perception is of a positive, enthusiastic, daring, worthy, successful, and loved person, then our self-esteem will be high. A person who has high self-esteem feels good in all domains of self because self-esteem is a component of self-concept. So people who gave value and worth to themselves usually possess high self-esteem.

But, if our self-perception is negative, and we consider that we are fragile, silly, not good enough (feeling of incompleteness), inferior to other people, stupid, worthless, unattractive, ugly, and undesirable, a loser, or a failure, all this negative self-verification becomes a reason of disruption and demotivation to pursue personal goals. A person with low self-esteem often remains sad, unhappy, or dissatisfied because his or her various domains of self-concept are occupied by negative schemas and negative belief systems. Most theories of self-esteem demonstrate that secure high self-esteem can be achieved through favorable feelings of self-worth and this feeling can tackle all the challenges of life successfully, in addition, self-esteem also generates the ability of an individual to accept their weakness (Kernis et al., 2008).

An individual with negative behavior holds insecure self-esteem, so low self-esteem is more dangerous to various clinical problems, including anxiety, loneliness, and eating disorders because there is a direct relationship between low self-esteem and disruptions in life. They remember other people's bad behavior towards them and think that perhaps their existence is not valuable and no one loves them. They assume that people would reject and ignore them because they have no self-worth, so the achievement of social appreciation is impossible for them. Low self-esteem people often face low satisfaction in all types of their relationships and they also represent antisocial behavior in various social settings.

1.1.3. Self-Esteem's dark side

Self-esteem's dark side, namely either extremely low or extremely high self-esteem may generate an inferiority complex or a superiority complex, respectively. Stable self-esteem is very important for a happy and healthy life, whereas the dark side of self-esteem may cause severe problematic situations. For example, people with low self-esteem make less money, abuse drugs, and consume alcohol and they are often depressed; people with extremely high levels of self-esteem may also be depressed, and unwilling to accept their weakness, so they have to face severe problems related to acceptance and ego.

The dark side of self-esteem is an important cause of negative behavior such as brutality, sin, antagonism, and anger. It is directly concerned with both intrapersonal and interpersonal harm. There is a traditional link between antagonism and superiority (Boden et al, .1996). That is why a person's positive self-verification could become a source of threat to others. A superiority complex is more dangerous to an interpersonal relationship than intrapersonal disruptions.

However most oppressors, brutal criminals, and other aggressors seem to have high levels of self-esteem, yet it is not always true that people with high self-esteem are always involved in criminal activities (Boden et al., 1996).

1.1.3.1. Narcissism and Self-esteem

Extremely secure self-esteem is severely disruptive if it crosses over into narcissism, or having an unreasonable sense of self-worth. And most individuals with moderate secure self-esteem can exert a positive influence on both achievements and relationships with others. Usually, narcissistic persons have extreme self-esteem and do not care about other people, facing numerous relationship problems in the long run. Negative traits, along with Machiavellianism, and antisocial psychotherapy are involved in narcissism (Millera et al., 2018). Although narcissism is linked with interpersonal impairments that include aggression, violence, antagonism, confrontational behavior, and unstable relationships, there is also a positive dimension of narcissism, namely a series of interpersonal and intrapersonal attributes that include emotional stability, subjective well-being, positive self-verification, assertiveness, and achievement motivation. Narcissism and self-esteem are highly associated because both are indicators of highly positive self-verification (Millera et al., 2018).

Numerous constructs are associated with self-esteem in which happiness, satisfaction, well-being, all self-concepts, optimism, and self-efficacy are most common, and all these constructs have shown non-monotonic relationships with positive outcomes. Millera et al., (2018) demonstrate that high self-esteem is considered a core component of grandiose narcissism, and both are extremely relatable concepts. Narcissism is referred to as extreme selfishness, with a grandiose view of one's talents, extremely positive self-verification, and a craving for admiration.

1.1.3.2. Inferiority Complex and Self-esteem among Students

Alfred Adler introduced the term inferiority complex in his studies on the development of the human personality. An inferiority complex takes birth when a person feels unable to compensate for normal inferiority feelings, and feelings of inferiority escalate in an individual through discouragement or failure (kin 2017). Adler (1927) demonstrates that an inferiority complex is a major factor in children's problematic behavior in their life. People with low self-esteem have an inferiority complex, so people with an inferiority complex have negative self-verification. They often feel helpless and unable to cope with the demands of life. Inferiority complex exerts an impact on all dimensions of self-concept like self-efficacy, self-esteem, and similar other self-concepts.

So low self-esteem with an inferiority complex may cause various personality development-related issues. A person with low self-esteem has negative self-verification assuming that he or she has no value and worth and this negative self-verification became the cause of an inferiority complex. So, we can say that inferiority complex and low self-esteem are interchangeable concepts because low self-esteem leads to an inferiority complex. An inferiority complex may severely impact academic achievement and goal commitment because an inferiority complex also impacts self-fulfilling prophecies. Research also highlights the importance of a positive self-fulfilling prophecy to achieve the best academic performance.

Adler believed that an inferiority complex comprises the negative feelings that always demotivate individuals and these negative feelings play a role of a hindrance to achieving motive and goals in life similar to low self-esteem. He argued that inferiority feelings prevail when an individual has a craving for perfection and cannot achieve their desired goals and fails to compensate for their negativity. The desire for perfectionism drives human-beings to compensate for their negative feelings (Kin, 2017).

1.1.3.3. Superiority Complex and Self-Esteem

Alfred Adler also introduced the term superiority complex in his studies on the development of human personality. However, there is a great overlap between superiority complex and narcissism but these terms are not similar. Adler proposed that craving for completion and perfectionism leads to a superiority complex.

1.1.4. Factors Link to Self-esteem

1.1.4.1. Social Relationship Factors and Personality Traits

According to Harris and Orth (2019), social relationships play a vital role in shaping self-esteem, because social relationships affect the subjective evaluation of individuals. Various studies report that there is a positive and significant relationship between good social relationships and self-esteem. Low self-esteem is associated with neuroticism and high self-esteem is associated with extroversion, two opposite personality traits that are highly related to self-esteem. Social relationships can impact the self-verification process of individuals. Individuals with good social relationships have high perceived self-efficacy as compared to individuals with poor social relationships.

1.1.4.2. Gender Discrimination

In various cases, boys and girls display different levels of self-esteem. Quatman and Watson (2010) claim that levels of global self-esteem in males are comparatively higher than that of girls during adolescence. That is why many neurosis disorders which are related to self-esteem such as depression, lack of motivation, suicidal behavior, eating disorders, delinquency, and conduct disorders have a higher prevalence in females than in males as females display low self-esteem in various domains of life. Studies indicate that there is a direct relationship between self-esteem and psychological disorders.

1.2. Belief in Personal Mastery

The term self-mastery was introduced by Pearlin and Schooler in 1978. According to them, self-mastery is “the extent to which one regards one’s life chances as being under one’s control in contrast to being fatalistically ruled” (Stupar1 et al., 2020). According to Figueiredo and Rocha Ipiranga (2015), mastery can be defined as practical proficiency and comprehension of practical knowledge with high levels of proficiency. We can define personal mastery as the ability to control intrapersonal impulses (desires and emotions). It is also known as self-control, self-consciousness, and self-discipline of personal growth. It controls our whole self in which our thoughts, emotions, desires, actions, and personal understanding skills are most common. For example, to control our anger we need self-mastery.

Jacobs (2007) stated that belief in personal mastery can motivate individuals, and also create a desire to progress. People with a high level of personal mastery are skilled at creating their goal commitment ability and can accurately assess their goals. The gap between goal commitment ability and belief in personal mastery propels the individual forward. We can say that these both factors play a vital role to achieve academic goals. After developing moral ethics and ethical characteristics with the help of self-examination or self-analysis, an individual could be able to differentiate between right and wrong, so it is more than just competence and skills or personal growth (Dantas Figueiredo & Rocha Ipiranga 2015).

1.2.1. Correlation between Vocabulary Mastery and self-esteem

Self-esteem is a very important contributing factor that can increase or decrease academic achievement. Self-esteem impacts people’s choices and decisions as research shows that individuals with high self-esteem usually tend to choose difficult tasks, while individuals with low self-esteem tend to choose easier tasks. (Dewi & Informatika, 2018).

According to Dewi and Informatika (2018), self-esteem is directly related to motivation; self-esteem is a psycho-social phenomenon in which people judge their skills based on social norms but not beyond personal circumstances.

1.2.2. Factors Linked to Belief in Personal Mastery

Several factors can formulate individual belief in personal mastery.

1.2.2.1. Self-Discovery and Personal Mastery

Who am I? This is a question that provides help to assess self-discovery, and it is considered to be a basic concept of self-mastery. However, self-discovery is not a question of

historical or biographical information about a person's emergence or social position. But it is an ontological and ethical question that guides society to an understanding of the essence of a person's existence and the life strategy required to attain that essence. Questions related to the meaning and essence of human existence are connected to the ethics of self-mastery. Self-mastery also leads toward the self-actualization of a person's purpose in life. But there is a problem that ethical issues are not only ethical, they are also issues of self-mastery. Every individual wants to explore himself/herself, to achieve their goals or purpose in life. It is about how an individual should conduct himself to explore who he is or she is, attain self-possession, and achieve his purpose in life. So, personal mastery is related to ethical issues and moral issues, because all ethical issues are associated with moral issues, however, ethics and morality are closely related to one another but these are two different concepts in social sciences and psychology (Unah, 1990).

The term "morals" originated from the Greek word "Mos" which means customs and tradition and the term ethics also originated from the Greek word "ethikos" meaning character. Morality is associated with specific cultural norms and societal traditions, while ethics is associated with the characteristics of any individual. These two terms do not have constant values but vary across cultures and societies. Morality provides direction about the rightness or wrongness of human actions and deeds, which means that morality is an indicator of right and wrong acts. Ethics sets the criteria or standards for evaluating the actions and behavior of human beings (Unah, 1990).

1.2.2.2. Self- Concepts Factors

Internal sources and self-concept (self-esteem and self-efficacy) are very important contributing factors in the formulation of an individual's belief in personal mastery like external sources and social participation factors (poverty, relationship with parents and others, behavior of teacher, and family structure) (Haya Itzhaky, 2005).

1.2.2.3. Personality Traits

Subjective ability and personality traits are very important factors to formulate an individual's belief in personal mastery. In particular, extrinsic motivation and intrinsic motivation are positively and negatively correlated with an individual's belief in personal mastery. Numerous studies claim that individuals with introversion personality traits have a satisfactory belief in their personal mastery as compared to individuals with extrovert personality traits (Tommasi et al., 2018). People can develop beliefs about themselves according to their personality traits because personality traits can exert influence on others, positive personality traits and positive social relationships are directly related to one another and social exchange theory can support this statement. Social surroundings play a very important role in the formation of personality traits like tendencies of self-appraisals, social approval, and self-regulation processes, with perceived self-beliefs seen as perceived self-esteem. (Cervone & Shoda, 1999).

1.2.2.4. Socio Economic Status

Socio-economic statuses also can affect students' academic achievements. Usually, it is observed that students with high socioeconomic status get higher scores and levels of self-esteem compared to students with a lower socioeconomic status. Research also indicates that students with low socioeconomic status get lower scores so they are poorer achievers comparatively. At the same time, parental facilities and their education influence the self-esteem of students. Individuals can be divided into groups like the elite class, low-life class, educated class, and common laborer class.

1.2.2.5. Social Participation Factor

Positive relationships between parents and students, positive relationships with others, healthy social participation (autonomy environmental mastery), social appreciation, and approval are necessary components for a student's positive development (belief in personal mastery) (Tommasi et al., 2018). All these aspects can generate positive emotions and positive beliefs among the students.

1.2.2.6. Locus of control

Individuals with an internal locus of control (e.g., a person who normally controls himself/herself without the help of others and also believes in his/her personal energy) have a high belief in personal mastery and self-efficacy as compared to individuals with an external locus of control (e.g., a person who generally appreciates or depreciates others on their successes and failures because others control their psychic energy) (Ashagi and Beheshtifar, 2015). In other words, some people believe in self-control and some people believe in fate respectively. This concept may also be understood by referring to introversion and extroversion.

1.2.3. Benefits of belief in personal mastery

Belief in personal mastery is very beneficial for individuals because it enhances the goal commitment ability and provides a direction by which an individual can move on. Dantas Figueiredo and Rocha Ipiranga (2015) have defined people with a belief in personal mastery as people with a remarkable sense of purpose, able to easily assess their traits. They quickly recognize inaccurate assumptions, as belief in personal mastery provides a deeply inquisitive attitude, seeing challenges as opportunities. They always prioritize their activities and show commitment to achieving their personal goals, without giving up their individuality. They can also assess effectively current reality.

The belief in personal mastery can enhance the quality of life. There is a positive correlation between belief in personal mastery and academic achievement because we assume that due to best academic achievement, we can ensure belief in personal mastery. Belief in personal mastery can also enhance the social participation of individuals, especially those experiencing homelessness (Rutenfrans-Stupar et al., 2020).

1.2.4. Theories of Belief in Personal Mastery

Theories of belief in personal mastery demonstrate the development of self-concepts. These theories deal with the internal sources (internal belief system) of human beings so these theories play a very important role in understanding the cognitive process of human beings.

1.2.4.1. Self-Efficacy Theory

Self-efficacy theory is highly associated with Bandura's Social Cognitive Theory; Albert Bandura is a founder of self-efficacy theory. Self-efficacy is the sense that one can perform a productive role in their lives through competition, they have enough potential to compete with others successfully, they assume that they are capable, talented, and effective, and they believe in their abilities to achieve targeted goals. Thus, self-efficacy may be defined as a person's belief in their ability to do the desired activities successfully in a certain situation. The self-efficacy theory demonstrates that people can obtain their desired goal successfully merely with the sense of self-efficacy beliefs even if they can tackle very difficult situations while people cannot get their desired goals without the belief in personal mastery and self-efficacy belief. Efficacious people can set challenging tasks and show commitment toward their specific goals. In the case of difficult tasks, they can increase their efforts to reach their specific goals. Self-efficacy can also reduce stress and decrease depression. The level of self-efficacy may be increased through mastery experiences (Bandura, 1994).

The belief in personal mastery can be explained by the theory of Bandura whereby individuals develop their faith in mastery experiences which refers to successful gains. For mastery, it is also important to have vicarious experiences which include observing other successful people. Self-efficacy is belief in oneself or one's abilities, the perception about oneself related to attaining and achieving goals regardless of the external forces which may have some influence or which may get in the way of achieving the set goals. Self-efficacy is related to the level of motivation, locus of control orientation, perceived abilities or capabilities, and achievement motivation. Self-efficacy is characterized by the belief in one's capabilities regardless of external adversities or the belief in one's psychological skills related to achieving goals. Self-efficacy is considered the blueprint for goal achievement and balanced mental health. Self-efficacy promotes motivation related to goals or tasks which in turn ends up with positive

results. Fancy et al., (1998) identified that individuals who are high on self-efficacy were highly motivated to achieve difficult tasks as compared to the individuals who were lower on the scale of self-efficacy. Hence, we may argue that self-efficacy is crucial for social life success, academic success, and mental health. There is a triangular theory of interaction that considers the relationship between the individual intrapersonal, interpersonal, and academic being of an individual. Literature posits that individuals who have high self-efficacy are happier and experience less or infrequent mental health-related issues. People with mental health-related issues were found to be low in self-efficacy. Countless pieces of research are available to corroborate the given idea that individuals who are high or even moderate on the self-efficacy scale are not vulnerable to friendship breakups or they have healthier and positive circles of friends as compared to those who are lower on the self-efficacy scale. Self-efficacy is necessary to make friends and maintain friendships. Moreover, personal mastery depends on social persuasion as well, providing encouragement or discouragement about individual performance. Lastly, emotional and physiological states are integral to check as people with a high sense or belief of personal mastery can either energize or demotivate the individual (Bandura, A. 1982).

1.2.4.2. Social cognitive theory of Albert Bandura

In social cognitive theory, Albert Bandura argued that people are driven by an interacting influence of both inner forces and outer forces. For example, individuals use the experience acquired through some environmental situation to formulate a schema in their mind related to this situation and use it in similar contexts. Knowledge and thinking skills are the best tools for cognitive problem-solving (Bandura, A. 1989).

1.3. Goal commitment

Goal commitment refers to the individual willpower to try for a certain goal; it is an effort to achieve a specific goal, so goal commitment is a very important construct to understand the relationship between task and performance. The goal-setting process plays a very important role in goal commitment. Hollenbeck and Klein (1987) demonstrate that tough and specific goals drive higher levels of performance as compared to easy or random goals because the latter can be easily achieved, so goals must have specificity. Locke (1968) states that people do not try to achieve their goals when they are confronted by a difficult task or challenge (like people who would be uncommitted to their lives), due to the challenges that they assume to be associated with the respective goals. Although the goal must not be easy, it should be achievable.

Various types of research indicate that there is a negative correlation between difficult tasks (challenges) and goal commitment. Another personality variable, namely endurance, is interchangeable with goal commitment because both terms focus on determinism without giving way. According to Jackson (1974), people with high capability of endurance have the potential to work for many hours and do not give up easily. People actively engaged in their work display a strong connection between their work and self-esteem. Because engagement in work is central to their self-concept, highly job-occupied people would be more likely to demonstrate determinism to challenging work and difficult tasks and show remarkable commitment to achieve their goals as compared to people, who are low in job engagement (Hollenbeck and Klein, 1987).

1.3.1. Theories of goal commitment

Goals are integral among current theories of motivation that emphasize determinism, maintenance, and self-regulation. These theories may differ in several aspects but all feature goals as central determinants of motivation.

1.3.1.1. Goal setting theory

Various studies examined that goal setting theory is related to personal intentions, like self-efficacy presumption, self-congratulation, goal commitment, and performance. Easy and unclear goals are not as effective in bringing about high performance.

1.3.1.2. Expectancy Theory Model of the Goal Commitment Process

The elements that can affect goal acceptance can be divided into two categories, affect expectations of goal achievement and attractiveness of goal achievement, and both these factors are the main components of expectancy theory. Many other situational factors, for example, reward and/or punishment from authoritative persons, may act to enhance goal commitment by increasing the attractiveness of goal achievement. On the other hand, competition can also increase goal commitment and various types of research indicate that there is a positive correlation between the level of competency and goal commitment; in this case, pressure comes from the environmental factors that enhance the inclination to reach a goal despite obstacles and challenges.

1.3.2. Goal Commitment and Subjective Happiness among the students

It is perceived that there is a significant and positive correlation between goal commitment and the subjective well-being of students and between academic grade averages and goal commitment levels. Bingol and Bingol (2020) demonstrate that the goal commitment levels among students will increase as a result of entertainment, and thus their academic achievement and subjective happiness may increase at the same time. Numerous studies proclaim that when individuals obtained their specific goals, it enhances the subjective well-being of individuals, and also indicated that people with subjective well-being can pursue personal goals effectively as compared to people who do not have a sense of goal orientation.

1.3.3. Factors Linked to Goal Commitment

Various factors can affect an individual's ability of goal commitment.

1.3.3.1. Social Influence and Goal Commitment

According to Hollenbeck and Klein (1987), one situational factor with a strong impact on goal commitment is social influence (other's performance, other's goal, and other's goal commitment), because human beings are social learners.

1.3.3.2. Intrinsic\ Extrinsic Motive and Goal Commitment

Hollenbeck and Klein (1987) highlight that if an individual has an intrinsic motivation, and keeps goals to himself/herself, then there are maximum possibilities that such an individual's ability of goal commitment is high as compared to the individual who has an extrinsic motivation toward the goal and other people know about his or her specific goals.

1.3.3.3. Interested Goals and Goal Commitment

Individuals can engage or involve effectively in goal achievement after having set them, and this engagement, interest, and involvement enhance the ability of goal commitment since job participation is a frame of mind similar to organizational commitment, but the focus of recognition is with the job itself rather than any one particular organization. For individuals with high job engagement, there is a strong connection between their job performance and their self-esteem as research shows that there is a positive correlation between job performance and self-esteem. And performance on the job is important to their self-concept (self-esteem, self-efficacy), so highly task-involved individuals represent a successful commitment to challenging work goals compared to individuals with low job engagement (Hollenbeck and Klein, 1987).

1.3.4. Relationship between Self-Esteem and Goal Commitment

According to Regueiro et al., (2020), there is a positive correlation between self-esteem and goal commitment ability. Self-esteem means how much value and worth a person gives to oneself, and perceives that they are valuable. Goal commitment is the ability of individuals to adhere to and pursue a specific goal, which requires self-confidence so we can say that people with secure self-esteem have a high ability of goal commitment as compared to those with low self-esteem. However, this self-reflexive discernment has a significant impact on academic achievement and the ability to commit to goals, because self-esteem fosters academic performance in students.

People who have high self-esteem usually hold a feeling of self-approval, and dignity, and due to positive self-verification, they believe in their abilities, and that they can tackle all problems, can overcome obstacles, and succeed. This positive attitude of the individual compels

the individual toward goal commitment. On the contrary, people with low self-esteem usually feel low dignity, have a self-image, and have poor self-confidence, so it has frequently been seen that such people have low ability for goal commitment (Regueiro et al., 2020).

2. Literature Review

Crowe et al. (2018) have explored the connection between self-esteem and narcissism. Their study aimed to look at the relationship between self-esteem and narcissism. The total number of samples was 591 participants. The results showed that there is a curvilinear relationship between these two variables. A curvilinear relationship is denoted by a U-shape curve in which one variable has the strongest relationship with another variable at a particular point. Narcissism has the strongest relationship with self-esteem. The scoring methods were applied with the help of the latent response theory, and its basic purpose was to increase power and decrease error. This study also explains that the outcome is persistent with the dispute for a great deal of controversy between self-esteem and self-admiration. Linear regression analysis was run to find the results of this study. In simple words, there is a significant relationship between narcissism and specific high self-esteem that reveal that an extreme level of self-esteem has been found as a core element of grandiose narcissism.

Zeigler-Hill et al. (2013) have explored the status-signaling possession of self-esteem. The study aimed to explore the role of personal self-esteem and perceived self-esteem (self-esteem due to inter factors) in personality assessment. The objective of the study was to identify whether self-esteem impacts how the individual is perceived by others. Video responses from 157 were analyzed. This study argues that individuals with higher levels of self-esteem are perceived as having positive personality traits. The results of this study indicate that individuals with highly positive personality assessments by their social surroundings (friends, teachers, and family members) have high self-esteem as compared to individuals with negative personality evaluations by others. On the other hand, results also display that persistent with the advanced status-signaling replica, high levels of self-esteem are generally associated with the remarkable perception of positive personality characteristics. The outcomes of the study revealed that self-esteem has both properties, that are status-pursue and status-signaling properties. Descriptive statistics and correlation analysis was run to interpret the data of this study. It was observed that there is a statistically significant correlation between personal self-esteem and perceived self-esteem, and also that there are significant correlations between personality characteristics and perceived personality characteristics.

Freund and Tomasik (2021) have conducted research to explain the impact of age on goals. The purpose of the study is to explore the role of prioritization in goal selection in different age groups (young, middle-aged, adults, and older adults). To this effect, the research comprises 3 studies. The sample consisted of 185 participants in the 3 groups of age. Study 1 highlights the importance to solve two tasks equally well within a little time, and the findings of the study revealed that older adults prioritized more as compared to younger adults. Furthermore, it was also observed that contradictory to our assumption, prioritization conducted to higher perceived dispute, more negative affect, and less control. Study 2 contains 117 participants of the same age. The findings of this study revealed that using numerous indulgent instructions restrained the importance of performing equally well on both tasks, so preferring was no longer linked with perceived goal dispute. Study 3 contains 721 participants of the same age groups, and their responses were conducted online. In this study, there were used hypothetical scenarios to assess study results. Results of this study indicated that when experiencing dispute goals, older adults prioritized more as compared to younger adults. But their preference might not be ideal for solving short-term goal disputes when both conflicting goals are equally important.

Hollenbeck and Klein (1987) have conducted research to explain goal commitment and the goal-setting procedure. The study aimed to explore the role of goal commitment in goal-setting

research. Commitment and determinism to goals are very important for the success of goal setting. But unfortunately, a lot of studies in this domain have ignored goal commitment. The outcome of the study indicates that goal difficulty, and conditional effects of goal difficulty can exert effects on goal commitment ability.

Ashagi and Beheshtifar (2015) have studied the impact of the locus of control (Internal - External) on self-efficacy beliefs. The population of this research was participants from Yazd Central University of Medical Sciences. Belief in personal mastery is associated with belief in personal mastery, and both these terms are interchangeable. The sample consisted of 220 people. The research sample consisted of the Yazd Central University of Medical Sciences staff, 534 people. Two instruments were used in this study self-control and self-efficacy questionnaire. The Cronbach's alpha was used to assess the reliability of the test, and the validity of the questionnaires was 0.82, 0.87, and reliability 0.8260 and 0.880 orderly achieved. To investigate the hypothesis, the Pearson, Spearman correlation, and linear regression tests were run. The results indicate that there is a significant relationship between internal locus of control and self-efficacy beliefs, so according to results, it is clear that locus of control can exert a positive correlated influence on self-efficacy beliefs (belief in personal mastery). And results also indicate that there is a negatively correlated relationship between the external locus of control and self-efficacy. Researchers observed that when individuals have an external locus of control then the level of self-efficacy would be low. Students with high self-efficacy and internal locus of control can achieve academic goals effectively compare to those with an external locus of control. And the nature of the study is descriptive and correlational. The findings of the study revealed that there is a strong and significant relationship between belief in personal mastery and performance (achievement).

This study has explored the consequences of self-esteem and inferiority complex among madrasa students. Dewi and Informatika (2018) have conducted research to explain the outcome of the correlational study between mastery of vocabulary and self-esteem in relation to students' speaking skills. The researchers of this study explored whether there is a significant correlation between vocabulary mastery and self-esteem and students' speaking skills. The sample consisted of 60 students who were chosen randomly from 3 classes. And the population of this study was low-achieving students. The instruments were a vocabulary test, a speaking test, and a self-esteem questionnaire. The researchers used a quantitative analysis (that included descriptive statistics) and correlation and regression analysis. The results of this study also found that there is a significant correlation between vocabulary mastery and self-esteem and students' speaking skills. The results show that effective vocabulary is a main language component that can positively influence students' self-esteem (both personal and perceived self-esteem) and on the other hand self-esteem is an effective element that takes part in developing learning language, especially for speaking skills. The study concluded that teachers should help students to enhance their speaking skills by identifying their problems which may be related to linguistic features (like vocabulary, grammatical or semantic rules, punctuation, and pronunciation rules) or internal factors (like emotions, self-esteem, anxiety, empathy, attitude, and motivation).

2.1. Rationale of the Study

This study's relevance is connected to knowledge about what motivates students and their inner drives toward goal commitment in their academic careers. This research will be important for academia in terms of understanding the students on a deeper level. It will help students convert their academic aims to tangible professional goals and will investigate how to encourage the students further to live their aims and how to be goal-committed individuals throughout the life span regardless of the odds of practical living outside of the academic environment.

2.2. Objectives

The objectives of the research are:

- To assess the relationship between self-esteem, belief in personal mastery, and goal commitment among students.
- To determine whether self-esteem is a predictor of belief in personal mastery and goal commitment among students.
- To determine whether self-esteem is a significant predictor of goal commitment among students.
- To investigate the impact of gender in terms of self-esteem, belief in personal mastery, and goal commitment in students.

2.3. Hypotheses

The hypotheses for the current study are:

- There is a significant relationship between self-esteem, belief in personal mastery, and goal commitment in students.
- Self-esteem is a significant predictor of belief in personal mastery and goal commitment among students.
- Self-esteem is a significant predictor of goal commitment among students.
- There is an impact of gender in terms of self-esteem, belief in personal mastery, and goal commitment in students.

3. Method

A correlation research design has been used for investigating or uncovering the true relationship among all constructs and their influence on goal commitment. This method was employed to assess the relationship between self-esteem, belief in personal mastery, and goal commitment among students. This current study has been an exploratory/co-relational research design to assess the relationship among the variables. Validated instruments have been used. Recent research has found that in most cases, a sample size of 215 observations is sufficient to obtain an accurate solution in exploratory design as long as item-inter correlations are reasonably strong (Guadagnolo & Vilcer 1988; Hinkin 1995).

3.1. Participants

For meeting the goal of the given study, 215 sample sizes have been taken, sample sizes were taken from different universities so that the generalization potential of the findings could be enhanced and justified beyond the premises of a single university to lower the impact of the cultural orientation of a university (Table 1).

The purposive sampling technique has been used to collect data for uncovering the relationship between self-esteem, belief in personal mastery, and goal commitment among students. Inclusion criteria for participants have been set, and only students have been included in the research.

Table 1. Demographic variables of the study

<i>Variable</i>	<i>F</i>	<i>%</i>
Family system		
Nuclear	124	57.7
Joint	91	42.3
Gender		
Male	101	47.0
Female	113	52.6

Age		
15-25	192	89.3
26-35	22	10.2
35-70	1	0.5
Income		
Less than 5000 thousand	5	2.3
More than 5000 and less than 50000	94	43.7
More than 50000 and less than 100000	68	31.6
More than 100000 and less 500000	45	20.9
More than 500000	3	1.4
Education		
Matric	1	.5
Intermediate	41	19.1
B.A/Bs	103	47.9
MA/Msc	56	26.0
Ms/M.Phil	13	6.0
PhD	1	.5

3.2. Research instruments

The Belief in Personal Mastery Scale (Pearlin and Schooler, 1978) is a 7-item scale that we have used to uncover the fabrics related to participants' self-control, Cronbach alpha is 0.89.

The Goal Commitment Scale (Hollenbeck and Klein, 1987) is a 9 –item scale that we have used to identify the goal commitment and goal-setting orientation of the students. Cronbach alpha is 0.70.

The Self Esteem Scale (Rosenberg, 1965) is a 10-item scale that we have used to identify the psychological orientation or self-esteem of the participants. Cronbach alpha is 0.88.

3.3. Data Analysis

Pearson Product Moment Correlation, linear regression, Multiple Regression Analysis, and MANOVA has been used to uncover and document the results systematically.

3.4. Procedure

To conduct this research, permission has been granted by the University administration. After getting permission and an authorization letter from the Board of Studies (BOS), we started to apply a questionnaire to collect data on the relationship among all constructs. Students have been explained the purpose of the questionnaire along with the consent form of their wilful participation. They filled out the questionnaire and reported their responses. These questionnaires were the constructs' relative scales to explore their responses to examine how these constructs are related to their goal orientation, self-esteem, and goal commitment. After getting the data we coded that in SPSS to run said analysis for systematic co-influence of the focused constructs such as self-esteem, personal mastery, and goal commitment.

4. Results

Table 2 shows the correlation among belief in personal mastery, goal commitment, and self-esteem. Results of correlation analysis showed that belief in personal mastery had a positive

association with goal commitment ($r = .36, p < .01$). Whereas, no correlation was found between belief in personal mastery and self-esteem ($r = .02, p > .01$). Negative association of goal commitment was found with self-esteem ($r = -.04, p > .01$).

Table 2. Inter-item correlation among self-esteem, belief in personal mastery, and goal commitment (N=215)

Variable	I	II	III
I-Belief in personal mastery	-	.36**	.02
II-Goal commitment		-	-.04
III- Self-esteem			-

** Correlation is significant at the 0.01 level (2-tailed)

Table 3 shows that multiple linear regression analysis was carried out to find significant predictors of goal commitment. It was found that belief in personal mastery is a highly significant predictor of goal commitment ($B = .362, p < .01$). The B value shows that there is a 36% of influence of belief in personal mastery in students. It is indicated that a 16% variance in goal commitment in students can be accounted for by belief in personal mastery and self-esteem.

Table 3. Self-esteem, belief in personal mastery, and goal commitment in students (N=215)

	Model 1				95% CI	
Predictors	B	SE	β	p	LL	UL
Constant	21.338	2.78		.000	15.85	26.82
Belief in personal mastery	.636	.112	.362	.000	.41	.85
Self-esteem	-.126	.138	-.059	.361		
R^2	.134					
F	16.342				.39	.14

Note: β =coefficient of regression, LL =lower limit, UL = upper limit- 95%confidence interval
** $p < .01$.

Table 4 shows that simple linear regression was carried out to see if self-esteem is a significant predictor of goal commitment. The findings indicate that self-esteem is not a predictor of goal commitment in students.

Table 4. Self-esteem as a predictor of goal commitment (N=215)

	Model 1				95% CI	
Predictors	B	SE	β	p	LL	UL
Constant	31.78	2.23		.000	27.,	36
Self-esteem	-.10	.14	-.04	.476	.39,	18
R^2	.00					
F	.50					

Note: β =coefficient of regression, LL =lower limit, UL = upper limit- 95%confidence interval
** $p < .01$.

Table 5 shows the multivariate analysis to see the impact of gender in terms of self-esteem, belief in personal mastery, and goal commitment in students. It is concluded that there is no main effect of gender in terms of self-esteem, belief in personal mastery, and goal commitment in students.

Table 5. *Descriptive statistics of self-esteem, belief in personal mastery, and goal commitment in students in terms of gender*

Source	Dependent Variable	SS	df	MS	F	p
Corrected Model	BELIEFADD	3.354 ^a	2	1.677	.260	.771
	GOALADD	102.599 ^b	2	51.300	2.638	.074
	SELFADD	46.493 ^c	2	23.247	5.701	.004
Intercept	BELIEFADD	2440.519	1	2440.519	378.126	.000
	GOALADD	7664.372	1	7664.372	394.095	.000
	SELFADD	2161.145	1	2161.145	529.973	.000
Gender	BELIEFADD	3.354	2	1.677	.260	.771
	GOALADD	102.599	2	51.300	2.638	.074
	SELFADD	46.493	2	23.247	5.701	.004
Error	BELIEFADD	1368.302	212	6.454		
	GOALADD	4122.982	212	19.448		
	SELFADD	864.502	212	4.078		
Total	BELIEFADD	62930.000	215			
	GOALADD	200435.000	215			
	SELFADD	49256.000	215			
Corrected Total	BELIEFADD	1371.656	214			
	GOALADD	4225.581	214			
	SELFADD	910.995	214			

5. Discussions

The major aim of our study was to explore the relationship between self-esteem, the belief in personal mastery, and goal commitment in students. To this effect, a series of research questions were formulated to find out whether self-esteem is the predictor of goal commitment and how it influences the personality of the students; what is the role of the belief in personal mastery in goal commitment. Different hypotheses were formulated for that purpose and 215 sample responses were collected and studied through different statistical analyses to document the findings of our study.

The findings of our study indicate that belief in personal mastery has a highly significant and positive relation with goal commitment in students. It also showed that self-esteem is not a predictor of goal commitment in students. Rehammni et al. (2011) contended that belief in personal mastery, the span of attention, and self-esteem is a predictor of goal commitment, given that research showed belief in personal mastery as a strong predictor of goal commitment in students whereas self-esteem is not a predictor of goal commitment. Goal commitment and self-esteem may also be impacted by other factors such as individual differences, cultural orientation, and family values. Furthermore, Viktor et al. (1990) established that self-esteem is the predictor of goal commitment by taking socioeconomic status as the mediating variable but in the current

research, self-esteem was not the predictor of goal commitment; the research did not, however, consider the dynamic impact of the socioeconomic status. Kerns et al. (1980) established that belief in personal mastery is highly correlated with goal commitment; the current research results are in the line with existing literature and research findings. Moreover, a plethora of research showed that self-esteem is a predictor of goal commitment and belief in personal mastery. This means that if self-esteem is high then there is a high chance that those individuals would be high on belief in the personal mastery scale and goal commitment scale; however, the given research revealed a negative correlation between self-esteem and goal commitment, which may be due to different family structures in the collectivistic culture. Furthermore, single parenting and double parenting may also impact the results, as this factor has not been considered by the research to explain discrepancies between studies. Hollenbeck and Klein (1987) conveyed that belief in personal mastery predicts goal commitment orientation of the students which means that if an individual has a high belief in oneself to regulate one's behavior and emotions, he/she would also be a highly goal-committed individual; similarly, if an individual has less or even no belief on oneself to regulate one's behavior and emotions that individual would be less goal committed and highly prone to goal switching behavior; the same results have been found in the given research, according to which belief in personal mastery is a strong predictor of goal commitment. Akaike et al. (1973) established that goal commitment is a predictor of academic achievement and achievement motivation and at the bottom of the goal commitment belief in personal mastery and self-efficacy found current study findings are in line with the idea that belief in personal mastery is the predictor of goal commitment. This is the fundamental psychological characteristic of achievement motivation and academic achievement which in turn is considered as the cursor of self-esteem and self-efficacy among students, also impacting the mental health of students during their academic years.

5. Conclusions

Belief in personal mastery has a significant relationship with goal commitment in students. It is concluded that measures must be taken to enhance this trait in students so they can better handle their goals and aspirations for the future. Higher levels of belief in personal mastery can lead to student's professional and academic success which is integral for institutions. Based on the study findings, we may conclude that belief in personal mastery is directly linked with the goal commitment orientation of the students. This means that students who are high on the scale of belief in personal mastery achieve more than others who are low on belief in personal mastery. The self-efficacy theory holds that individuals who have high self-efficacy can deal with their behavior and emotional regulations effectively and efficiently as compared to those who have low or even diminished self-efficacy. Goal commitment and goal setting is the function of the belief in personal mastery. To make individuals efficient goal achievers, institutions must focus on instilling a sense of self-control or self-regulation.

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