

CHAPTER II

Literature Review

This chapter is also expected to give important background information for the discussion of related literature. The researcher is going to describe some theories. The discussion consists of: (1) Motivation (2) Self esteem (3) Characteristic (4) Self actualization (5) Characteristic (6) Previous study .

2.1 .Motivation

Motivation is one of the affective factors that has a strong impact on student's success or failure. Dornyei (2001) considers motivation a vague term and a broad umbrella that includes different meanings under it. Motivation is an inner drive or emotions that move people to a particular action (Brown,2000). Some students are enthusiastic about learning and feel interested in learning activities. This feeling of motivation depends mainly on the teacher's ability to maintain the interest in the classroom atmosphere. Motivation is affected by many factors as Danis (1993) mentioned "...interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence, self esteem as well as patience and persistence".

2.2.Self Esteem

Self-esteem is how we value ourselves, but how we perceive our worth to the world and how valuable we think we are to others. Self-esteem affects our

beliefs on other people, our relationships, our jobs - almost every part of our lives. Positive self gives us the strength and flexibility to take over our lives and grow from our mistakes without fear of rejection .Self-esteem is a term used in psychology to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs (for example, "I am competent," "I am worthy") and emotions such as triumph, despair, pride and shame Smith and Mackie define it by saying "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it. Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. One's self-esteem is also closely associated with self-consciousness.

Self-esteem is a disposition that a person has which represents their judgments of their own worthiness in the mid-1960s, Morris Rosenberg and social-learning theorists defined self-esteem as a personal worth or worthiness. Nathaniel Branden (1969) defined self-esteem as "the experience of being competent to cope with the basic challenges of life and being worthy of happiness." According to Branden self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person has of their ability to face life's challenges, to understand and solve problems, and their right to achieve happiness, and be given respect Abraham Maslow, in his hierarchy of

human needs, describes the "need for esteem," which is divided into two aspects, the esteem for oneself self-love, self-confidence, skill, aptitude, and respect receives from other people recognition, success, etc. The healthiest expression of self-esteem, according to Maslow, "is the one which manifests in respect we deserve for others, more than renown, fame and flattery .

In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors.

According to Braden (1969), there are three key components of self-esteem .The first Self-esteem is an essential human need that is vital for survival and normal, healthy development. The second Self-esteem arises automatically from within based upon a person's beliefs and consciousness. The third Self-esteem occurs in conjunction with a person's thoughts, behaviors, feelings and actions.

As a social psychological construct, self-esteem is attractive because researchers have conceptualized it as an influential predictor of relevant outcomes, such as academic achievement (Marsh 1990) or exercise behavior (Hagger et al. 1998). In addition, self-esteem has also been treated as an important outcome due to its close relation with psychological well-being (Marsh 1989). Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer and I feel happy

about that") or a global extent (for example, "I believe I am a bad person, and feel bad about myself in general"). Psychologists usually regard self-esteem as an enduring personality characteristic ("trait" self-esteem), though normal, short-term variations ("state" self-esteem) also exist. Synonyms or near-synonyms of self-esteem include: self-worth, self-regard, self-respect, and self-integrity. (<http://en.wikipedia.org/wiki/Self-esteem>).

From the definition of self esteem on the above . It can be concluded that self esteem is high or low ratings made individuals on matters relating to himself . Which indicates how is individuals love themselves as individuals they are capable , important and valuable .

2.2.1 Characteristics of High Self Esteem Persons

A high self-esteem person has certain characteristics. He/ She may have some or all of the following characteristics . The first is a person is open to criticism and deal with mistakes comfortably. The second person can give and receive expressions of feeling, appreciation and so on spontaneously. The third is a person's saying , doing and appearance go in harmony. The fourth is a person accepts changes in different life aspects without being worried. The fifth is a person is flexible in responding to situations and challenges. The sixth is a person can be firm under conditions of stress. The seventh is a person can speak about his/her proficiency and lack of it with honesty and without being embarrassed. The eighth is a person moves and speaks easily and confidentially.

The ninth is a person appreciates his own merits. The tenth is a person does not consider himself inferior to others. (Branden,1985)

2.2.2 Characteristics of Low Self-esteem Persons

A low self-esteem person has particular characteristics. He/ She may have some or all of the following characteristics . The first is a person feels awkward, shy conspicuous and unable to express him/ herself with confidence. The second is a person is worried about making mistakes and is always embarrassed to expose him/herself to anything new. The third is a person is hyper sensitive and hyper alert to signs of rejection. The fourth is a person deals with life in a protective and defensive manner. The fifth is a person is depressed, unhappy and shows a greater degree of anxiety and aggression. The sixth is person does not feel satisfaction with his/her life. The seventh is a person is vulnerable to criticism and has greater social anxiety. The eighth is a person feels inferior to others or unworthy. The ninth is a person does not like leadership role or voluntary tasks. The tenth is a person behaves inconsistently. The eleventh is a person suffers a lot from personal mistakes and sees failure as a result of deficiency in his/her abilities. The twelfth is a person underestimates his/her abilities. (Apter, 1998; Timothy et al.,2001).

Furthermore, according to self-esteem concept, reviewing the literature about fifteen terms of "self" are used synonymously and interchangeably by

many authors to relate to how people view themselves e.g., self-concept, self-esteem, self-worth, self-acceptance, self-efficacy and so on (Syngollitou & Daskalou, 2000).

2.3 Self Actualization

Self-actualization is a term that has been used in various psychology theories, often in slightly different ways. The term was originally introduced by the organismic theorist Kurt Goldstein for the motive to realize one's full potential. Located at the peak of Abraham Maslow's hierarchy, he described this high-level need in the following way: "What a man *can* be, he *must* be. This need we may call self-actualization... It refers to the desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming. Maslow (1943)

Rogers (1977) stated that self-actualization is a process of differentiating potentialities inherent in the makeup of the individual. This process, which is forward-moving, constructive, and self-enhancing, becomes possible only when people receive positive regard from others and learn to think positively of themselves. Each individual, according to Rogers, has the capacity to be self-aware and to label what occurs accurately; when one's need for positive regard is met, then, one's tendency toward self-actualization becomes manifested. When

an individual's self-concept is relatively congruent with his or her experience, the actualizing tendency can operate without impediment. The individual can develop, then, into a fully functioning person who is open to the richness of experience, who has few defenses, and who is self-aware.

Both Maslow (1956, 1968, 1971) and Rogers (1961) assumed that all persons have an intrinsic potential for self-actualization that can be stifled, however, by extra psychic determinants. According to Maslow (1968), people's basic needs must be sufficiently gratified before they can pursue the fulfillment of what he calls the higher, transcendent meta needs related to self-actualization. Maslow asserted that people's complete psychological maturation occurs only when their potentialities are fully developed and actualized.

2.3.1 Characteristics of Self Actualized People.

Drawing from their definitions of self-actualization as well as from their therapeutic experiences and observations, Maslow (1954) and Rogers (1961, 1977, 1980) defined certain unique characteristics of self-actualizing people. Such a person, they maintained, has the following: an accurate perception of reality, a high level of creativity, few defenses, a high level of integration, personal autonomy, unconventional ethics, a need for human kinship, compassion, humility, deep and harmonious interpersonal relationships, a respect for others, a desire to establish new forms of communications and intimacy, and an ongoing concern with personal growth. In addition, Maslow (1954) highlighted these characteristics: spontaneity, receptivity, a problem-

centered approach to life, detachment, a fresh appreciation of things, a democratic attitude, a unique value system, a capacity to cope with circumstances, and a likelihood of having peak experiences. Rogers (1961) added, moreover, these qualities: an openness to nature and other people, an unconditional self-regard, an inner freedom, authenticity, a yearning for a spiritual life, an indifference to material comforts, a feeling of closeness to nature, and a skepticism of science and technology.

2.4. Previous Study

The researcher relates this study with the previous research . The first journal entitled “Motivation Factors for English Language Learning of Vocational Students in Hong Kong “ written by Siu-May Yeung Previous researcher *have investigated Motivation Factors for English Language Learning of Vocational Students in Hong Kong* . The results show that vocational students have intrinsic and strong instrumental motivations for learning English. In the process of learning, participants regarded English as a functional language which was tied up with their careers. This finding is consistent with the previous studies on attitudes towards learning English of Hong Kong students .

The second journal entitled “Motivation of English Learning and inter cultural Communication: A case of Japanese College Students” written by Rie Adachi . Previous study concerning the WTC and preached L2 WTC learning is a state of readiness occurring in the present moment (MacIntyre, : 568-569), which differs from the original WTC representing a stable tendency. Thus, as L2 WTC appears to be different from L1 WTC, another construct might be needed

to conceptualize WTC in an FLL (foreign language learning) context. The researcher concluded that all three investigated samples are highly motivated to learn English and have very favorable motivational characteristics. The high willingness of students to learn the language seems to contrast the actual language competence of the Hungarian population (TNS Hungary, Press Release, 17 November, 2005), which points to the frequently discussed problems with foreign language teaching in Hungary (e.g. Lukács, 2002). The results indicate that the effort students are willing to invest in language learning is determined by two important factors: attitudes to language learning and Ideal L2 self. From studies on motivational strategies (Dörnyei, 2001b), it is evident that teachers, materials and activities are instrumental in shaping attitudes to learning.

The third journal entitled “Motivation in learning English as a second language : A literature review” written by Naghmeh Babae .Motivation in second language acquisition (SLA) refers to the attempt and desire to learn a language and positive attitudes toward learning it (Dörnyei, 1994). Motivation in SLA has been extensively investigated in different contexts (Feng & Chen, 2009; Wu & Wu, 2008; Melendy, 2008; Wang, 2007; Lamb, 2007). Still, more research seems necessary to shed light on this area because of the potential impact of motivation on SLA. This literature review compares and contrasts the research questions, settings, theoretical frameworks, and results of several studies on motivation .

The fourth journal entitled “Relationships between Motivation for Learning English and Foreign Language Anxiety: A Pilot Study” written by Junko Matsuzaki Carreir Several studies have investigated motivation and language anxiety, but there have been few studies on the direct relationship between the two. To determine which types of motivation best predict the students’ foreign language anxiety, this study investigated the relationship between motivation for learning English and foreign language anxiety among Japanese university students. The results revealed that students who have practical reasons to study English and intellectual satisfaction tended to have lower levels of foreign language anxiety.

The fifth journal entitled “Relationship between Motivation and Students’ English Learning Achievement: A study of the Second – year vocational certificate level Hatyai Technical College Students” written by Chalernporn Choosri , Usa Intharaksa . The purposes of this study were (i) to find out the levels of motivation in students with high and low achievement, (ii) to investigate the differences and similarities in motivation of students with high and low achievement, (iii) to investigate the relationship between motivation and students’ achievement. The subjects were 140 second-year vocational certificate students in electronics technology program and building construction program, Hatyai Technical College in the first semester of the Academic Year 2010 . In conclusion, motivation has positive relationship with students’ English learning achievement. The findings could be useful for researchers and teachers

in improving students' achievement by conducting effective teaching and learning strategies to develop students' motivation.

The sixth journal entitled "Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves and motivated learning behavior" written by Judit Kormos and Kata Csizér . study describes the motivation for learning English as a foreign language in three distinct learner populations: secondary school pupils, university students and adult language learners. Questionnaire data were collected from 623 Hungarian students. Findings concerning the discrepancy of the positive motivational characteristics and the low level of the proficiency of students do not only highlight that changes in the overall quality of instruction are needed, but also that positive attitudes and reportedly highly motivated behavior do not necessarily mean that students in fact invest a sufficient amount of energy in language learning. Learning an L2 differs from the acquisition of other skills in life in requiring intensive practice and increased effort .

The seventh journal entitled "Research on: Motivation to Learn English among College Students in Sudan" written by Ibrahim Abdelrahim Ibrahim Humaida . This research was conducted to achieve the following objectives: to examine motivation to learn English language among students of faculty of arts, Islamic University-Sudan, to find out if there were significant statistical differences on motivation scores related to both student level and age. To pursue these objectives, the researcher used the descriptive method and a simple random sample consisted of (40) male students was selected.

The scale for measuring motivation was administered, the collected data were analyzed by using the following statistical tests on (SPSS): T-test for one sample, One-way analysis of variance, and Pearson correlation coefficient. The results indicated that: motivation scores were higher among students, no significant differences were found on motivation attributed to class level, and there was no correlation between motivation and age.