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Affiliation Motivation and Self-Esteem among the Secondary Level Students

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Abstract
A sense of belonging is something that many people desire. This idea, called "affiliation motivation," has to do with the desire to perform well in order to live up to other people's standards. Self-esteem is an inherent part of the self-perception, which reveals a person's ideas and beliefs about himself about what he is, what qualities he or she possesses. Affiliation motivation and Self-esteem are two very strong human attribute. Numerous studies are searching for a connection between affiliation motivation and self-esteem. The present study assessed students' motivation for affiliation and degree of self-esteem and the relationship between the two. To conduct the research the investigators had used Descriptive method. For the present study, the investigators included class IX and X students from five schools of Kamrup district. For the present study 400 students were selected using Stratified Random Sampling Technique. The investigators used a self-constructed questionnaire to study affiliation motivation and self- esteem among secondary school students. For analysis, SPSS version 27 was used. For analysis of data statistical methods Frequencies and percentages, t- test, Pearson correlation was used. The present study shows that maximum numbers of students are average in affiliation motivation; whereas very few students fall under the other two categories of affiliation motivation such as- high and low level. According to the study, most of the students fall under high level of self-esteem, followed by- average level and low level. It was found that affiliation motivation differs in students on the basis of the location of school but not on the basis of their gender. Also, self- esteem of students does not differ significantly on the basis of location of school and their gender. The result of the correlation analysis of affiliation motivation and self- esteem was found to be positive but it is negligible correlation and it is not significant.

Keywords: Affiliation motivation, self- esteem, secondary level students, personality

Introduction
Self-esteem is an inherent part of the self-perception, which reveals a person's ideas and beliefs about himself about what he is, what qualities he or she possesses. Our motivation, emotions, decision-making, relationships, general well-being and quality of life can all be affected by self-esteem. Self-esteem has a significant destined impact on real-world life experiences and it is not mere the byproduct of success and failure in life domains (Orth *et al.*; 2012) [14]. Higher levels of self- esteem associates with higher levels of need for inclusion in the group (Stoil Mavrodiev& Teodor Gergov; 2021) [11]. Another study revealed that self-esteem level correlates positively with the affiliation and high scores on the affiliation associates with greater instability in self-esteem (Kozlowska; 2020). Maintaining an ideal balance is easier when we can have a better grasp of an individual level of self-esteem. Healthy self-esteem has four main elements: solid grasp of one's abilities, healthy relationship with oneself, reasonable and appropriate goals, awareness about requirements and capacities of oneself. Self-esteem declines during childhood and rises

during adolescence and adulthood (Robins *et al*.; 2002). Furthermore, among the people of all age groups, women have lower levels of self-esteem as compared to men (McMullin *et al*.; 2004). But, a fear of rejection increases affiliation motivation and, poor socializing environment reduces self- esteem among children (Youngleson, 1973) [17]. Self-esteem and school performance attributes primarily to school performance and there is a bidirectional causal relationship between self-esteem and depression (Rosenberg *et al*.; 1989). Yet another study revealed those children's self-evaluations is associated to the perceptions of parental behavior. Adolescents suffering from loneliness are high on fear of negative assessment and low on self-esteem (Geukens *et al*.; 2020). Increase in use of social media causes decrease in the self-esteem of individuals (Jan *et al*.; 2017).Instability in self-esteem is associated with depression and vulnerability to depression (Franck *et al*.; 2007). Children engaged in bullying as victims, bullies, or both have significantly low self-esteem than those who are not a bully or bullied (Moore *et al*.; 2001).

Many people desire for a sense of belongingness. Affiliation motivation is an individual's drive establishes interpersonal bonds, to prefer certainty, to work well with others, to support group choices, to recognize the strengths of team members etc. According to the theory of affiliation motivation, a person wishes to be part of a group or association. Psychologist David McClelland, in his "Three Needs Theory", postulated that people have three fundamental drives: affiliation, success and power. Peoples' sense for affiliation motivation changes in a variety of circumstances. At moments, people prefer to be alone or with others. People with motives of higher implicit and explicit affiliation and with abundant amount of affiliation behavior have low negative affectivity and the high satisfaction in life in comparison to one who are lacking in one of the conditions (Schuler, et. al.; 2008). Men are consistently lower in affiliation motivation and affiliation values than women (Mazur, 1989) [12]. While, highly stressed women having high affiliation and low activity inhibition are more likely to inflict abuse (Mason *et al*.; 1987).

Both during maintained and at initial contact of affiliation, high self- esteem observers tend to affiliate with persons lower on self- esteem, and low self- esteem observers tends to affiliate with people higher on self- esteem (Astra & Singg; 2010). High level of social avoidance and distress exhibits lower levels of self- confidence and lower need for affiliation, while they exhibit high level of need for deference by others (Geist *et al*.; 1983) [6]. The dispositional levels of affect intensity correlates positively with positive stimulation, emotional hold up, attention and social comparison, where the greatest correlation is among affect intensity and positive stimulation by others (Blankstein; 1989).

Objectives of the study

1. To find out the level of Affiliation motivation among secondary level students.
2. To havean idea about the level of self-esteem among secondary level students.
3. To find out the differences in affiliation motivation between students from urban school and students from rural school.
4. To find out the differences in affiliation motivation between male and female students.
5. To find out the differences in self-esteem between students from urban school and students from rural school.
6. To find out differences in self-esteem between male and female students.
7. To find out whether there exists any relationship between affiliation motivation and self-esteem of secondary level students.

Null Hypotheses of the study

H_{01}: The difference in affiliation motivation between students from urban school and students from rural school is not significant.

H_{02}: No significant difference is there in affiliation motivation between male and female students.

H_{03}: There is no significant difference in self-esteem between students from urban school and students from rural school.

H_{04}: Difference existed between self-esteem of male and female students are not significant.

H_{05}: Affiliation motivation of secondary level students does not have significant relationship with their self- esteem.

Materials and Methods

Design of the Study

To conduct the research the investigators had used Descriptive method.

Participants of The Study and Sampling Technique

Sample

The total sample for the present study was 400 students. For the present study, the investigators included class IX and X students from five schools of Kamrup district, namely-

1. St. Claret School, Borjhar
2. Green Valley Public School, Khanamukh
3. GU Model High School, English Section, Jalukbari
4. Arunodaya English Medium High School, Mirza
5. Sarawati Shiksha Niketan School, Mirza

Demographic Data of the sample

Table 1: Showing demographic data for the sample of the study

Name of school	Location	No. of Students	
		Gender	
		Male	Female
St. Claret School, Borjhar	Urban	47	35
Green Valley Public School, Khanamukh		29	24
GU Model High School, English Section, Jalukbari		35	30
Arunodaya English Medium High School, Mirza	Rural	52	38
Sarawati Shiksha Niketan School, Mirza		63	47
Sub-Total		226	174

Sampling Technique
The samples for the present study were selected using the Stratified random sampling technique.

Tools for Data Collection and Technique
Tools
The investigators used a self-constructed questionnaire to study affiliation motivation and self- esteem among secondary school students. The questionnaire consisted of 20 items for each of the two variables. For validity of the questionnaire content validity has been ascertained. Content validity has been checked by consulting the questionnaire to three subject experts before the data collection.

Scoring of the tools
For each item, rating scale of five-point such as- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree is being followed. For scoring of the positive and negative responses the following scores were given accordingly:

Table 2: Showing scoring of the tools

Type	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Norms for scoring

Table 3: Showing norms for scoring of data

Category	Score
Low	40 and below
Average	41 to 80
High	81 and above

Technique of Data Collection
For the purpose of collecting data, the investigators visited the schools after consultations with the principals of the respective schools. The investigators personally distributed the questionnaire to the students of class IX and X and collected it back after the students had responded by filling up the questionnaires.

Procedure for Analysis and Interpretation of Data
The students' responses have been analyzed by using SPSS 27 version, after the collection of the data. The pre-determined norms for level of affiliation motivation and self-esteem were considered to find out the frequencies and percentages of different levels of Affiliation Motivation as well as Self-esteem among the students. To compare the differences in levels according to their location of school and gender, t-test has been used. Also, to examine the correlation between Affiliation Motivation and Self-esteem among students, Pearson correlation has been calculated.

Ethical Consideration
For ethical consideration, the investigators took permission from the principals during the time of data collection. The data were collected only from those who had voluntary participated after taking their consent. Participants were ensured that their data and information will be kept confidential and hence, their data and information were kept secret for confidentiality and has been used for this piece of research work only.

Objective 1: To Find Out the Level of Affiliation Motivation Among Secondary Level Students

Table 4: Showing the Level of Affiliation Motivation Among Secondary Level Students

Category	No. of Respondents	Percentage
High	115	28.7%
Average	182	45.5%
Low	103	25.8%
Total	400	100%

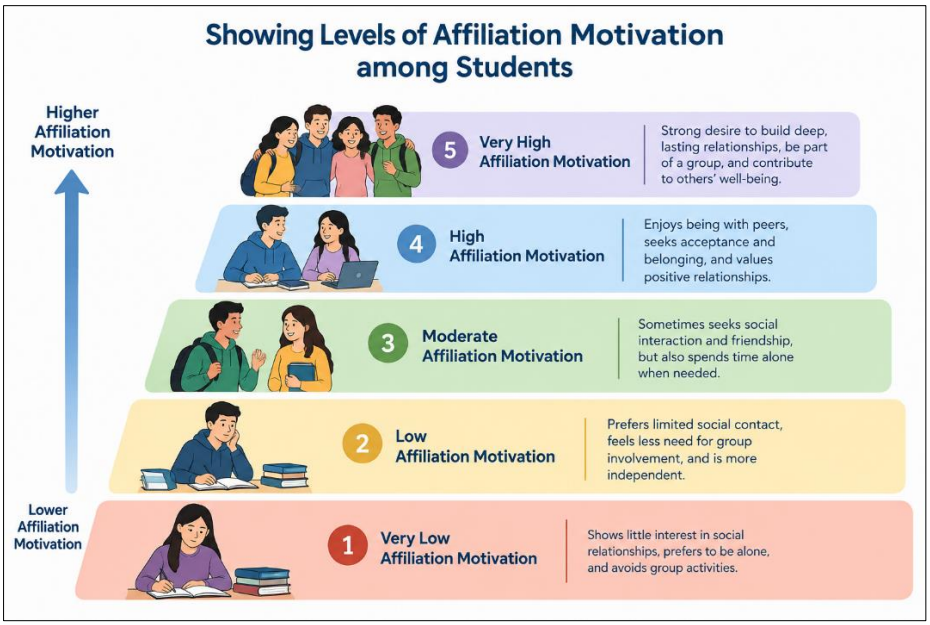


Fig 1: Showing levels of affiliation motivation among students

Interpretation: To find out the level of affiliation motivation among the students, scores of individual students were calculated and then frequencies on each of the levels were counted. The frequencies and percentage falling on each level of the category is shown in Table- 4 and Figure- 1. It is shown that 182 students which represents 45.5% of the sample falls under average level of affiliation motivation, 115 students i.e., 28.7% of the students falls under high level and 103 i.e., 25.85 of the sample falls under low level of affiliation motivation.

Objective 2: To Have an Idea About the Level of Self-Esteem Among Secondary Level Students

Table 5: Showing level of self-esteem among secondary level students

Category	No. of Respondents	Percentage
High	185	46.3%
Average	129	32.3%
Low	86	21.5%
Total	400	100%



Fig 2: Showing levels of self-esteem among students

Interpretation: Objective- 2 is aimed to study about the levels of self-esteem among the students. For this objective also the investigator calculated the scores of individual students and those scores gave an overview on the number of students falling under each category.

Table- 5 and Figure- 2 have shown that 185 respondents, representing 46.3% of the sample students falls under high level of self- esteem, 129 samples which is 32.35% of the students falls under average level and only 86 students i.e., 21.5% of the students falls under low level of self-esteem.

Objective-3: To Find Out the Differences in Affiliation Motivation Between Students from Urban School and Students from Rural School

H_{01}: The Difference in Affiliation Motivation Between Students from Urban School and Students from Rural School Is Not Significant

Table 6: Showing comparison of affiliation motivation between students from urban school and students from rural school.

Location	N	Mean	SD	df	t-value	Remarks
Urban	200	63.49	21.818	398	4.056	Significant
Rural	200	54.46	22.696			

Interpretation: This objective attempted to find out the significant difference in affiliation motivation between students of urban school and rural school. In order to test the null hypothesis (H_{01}), t-test was calculated on levels of affiliation motivation of students from two locations- namely- urban and rural. The result of the t-test is shown in Table- 6. It can be seen from the table that the 't' value is 4.056 at df 398 which is significant at 0.05 level of significance. Hence, null hypothesis can be rejected.

Objective 4: To Find Out the Differences in Affiliation Motivation Between Male and Female Students

H_{02}: No Significant Difference Is There in Affiliation Motivation Between Male and Female Students.

Table 7: Showing comparison of affiliation motivation between male and female students.

Gender	N	Mean	SD	df	t-value	Remarks
Male	226	59.16	23.300	398	.190	Not Significant
Female	174	58.72	21.933			

Interpretation: The investigator formulated null hypothesis (H_{02}) to test objective-. Table- 7 shows the t-test result for the same. It can be seen in the table- that the 't' value is .190 at df- 398 which is not significant at 0.05 level of significance. Therefore, the null hypothesis can be accepted.

Objective 5: To Find Out the Differences in Self-Esteem Between Students from Urban School and Students from Rural School.

H_{03}: There is no significant difference in self-esteem between students from urban school and students from rural school.

Table 8: Showing comparison of self-esteem of students between students from urban school and students from rural school.

Location	N	Mean	SD	df	t-value	Remarks
Urban	200	64.54	22.853	398	.144	Not Significant
Rural	200	64.22	20.741			

Interpretation: The result for the t-test to compare the self-esteem of students from urban school and rural school is shown in Table- 8. Table- 8 shows that the t-value is .144 atdf 398, which is not significant at 0.05 level of significance. Therefore, we may accept the null hypothesis (H_{O3}).

Objective 6: To Find Out Differences in Self-Esteem Between Male and Female Students.

H_{04}: Difference existed between self-esteem of male and female students are not significant.

Table 9: Showing comparison of self-esteem between male and female students

Gender	N	Mean	SD	df	t-value	Remarks
Male	226	65.83	21.562	398	1.519	Not Significant
Female	174	62.49	22.014			

Interpretation: The result for the t-test to compare the self-esteem between male and female students shows that the t-value is 1.519 at df 398 and it is not significant at 0.05 level of significance. Therefore, we may accept the null hypothesis (H_{O4}). The result is shown in Table- 9

Objective 7: To Find Out Differences in Self-Esteem Between Male and Female Students.

H_{05}: Affiliation motivation of secondary level students does not have significant relationship with their self- esteem.

Table 10: Showing relation between affiliation motivation and self-esteem of secondary level student

Variable	N	Pearson (r)	Level of significance
Affiliation motivation	400	.020	1.96
Self esteem	400		

Interpretation: To find out the correlation between affiliation motivation and self- esteem of students, the investigators used Pearson correlation method. The result of the analysis is shown in Table- 10. It shows that the r-value of correlation analysis is found to be .020, which indicates a positive butnegligible correlation and is not significant.

Results and Discussion

Self-esteem is the perception of an individual about their total worth or value. It depicts how confident a person is in their own skills and personality. People's concern to establish, maintain, or re-establish a favorable affective connection with people or group of people is known as an affiliation motivation. (Heyns, Veroff& Atkinson, 1958). The present study focused on finding out the extent of affiliation motivation and self- esteem among secondary students and the differences existing between affiliation motivation and self- esteem of students on the basis of the location of school and their gender. It is also aimed to investigate whether there may be any relationship between affiliation motivation and self- esteem of students.

According to the present study less than half of the sample students (45.5%) are average in affiliation motivation; whereas very few students fall under the other two categories of affiliation motivation such as- high and low level. It means that students are average in their urge to maintain a cordial relationship and create a bond averagely with other people. According to the study, 46.3% fall under high level of self-esteem, followed by- average level and low level. It indicates that sample students have high perception about their strengths and weaknesses and they understand their worth and value.

While the investigators aimed on finding out the affiliation motivation and self- esteem of students according to the location of school and student's gender, for the present study, it is found that affiliation motivation differs in students on the basis of the location of school but not on the basis of their gender. Also, self- esteem of students does not differ according to the location of school and their gender.

The result of the correlation analysis of affiliation motivation and self- esteem was found to be positive but it is negligible. Increase or decrease in affiliation motivation may increase or decrease the self- esteem of students and vice- versa.

Limitations and Recommendation

The present study is limited to only 5 high-schools of Kamrup district of Assam. It is also limited to English medium schools only. It is recommended to perform same type of study at other levels of education such as- higher education students. Researchers may conduct their studies at schools of other mediums too. It can also be recommended to conduct study by including more schools as only 5 schools are included for the present study.

Conclusions

Affiliation motivation and Self-esteem are two very strong human attribute. Almost every person displays these attributes in one way or the other sometimes, though not every time. Having high affiliation motivation may make people dependent on others always and having low self-esteem may lose person's unique identity as they will always need peoples' approval for everything they do or like to do. An excessively elevated or low self-esteem can be harmful.The present study showed that affiliation motivation differs in students on the basis of the location of school but not on the basis of their gender. Also, self- esteem of students does not differ according to the location of school and their gender. And, increase or decrease in affiliation motivation

may increase or decrease the self- esteem of students and vice- versa.

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The research work is not sponsored by any agency, institution or individual.

Author contributions
Dr. Sima Kalita contributed to the conception and design of the study. Ms. Mallika Gayary and Ms. Flurina Boruah conducted data collection and analysis. Also, Ms. Mallika Gayary has done the interpretation of results. The first author has approved the final version of the work, who also contributed significantly to its preparation and critical revision.

Conflict of Interest
The present work is free from conflict of Interest.

Ethics Approval
Not applicable

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