

## Self-concept of University Students and Their Motivation

### Abstract

The research study deals with self-assessment by university students. Its results confirm the significant influence of self-concept on achievement motivation, motivation for creativity and partially also on academic achievement of adolescents.

**Key words:** *self-concept, achievement motivation, motivation for creativity, academic achievement*

The symbolic social criteria of assessment form the basis for *assessing oneself, self-assessment*, which lies in the fact that already in childhood one starts to form a picture of oneself, which contains not only judgement about oneself, but also an emotional attitude to oneself (self-emotion). One looks for one's own identity, wants to be oneself and accepts some attributed characteristics whereas does not accept others (the level of self-acceptance). **Self-esteem** is an evaluative part of self-concept and includes internalized social judgements or conclusions. People with high self-esteem are usually active, communicative, optimistic, able to cope with criticism and totally more successful. They have higher goals and achieve them more often. Low self-esteem is accompanied by lower goals, conventionality and dependence on the opinions of others, health problems such as insomnia, headache and digestion disorders. Cultivating self-esteem is an important part of guiding children to mental health. Sources of positive self-assessment are complex, however, the style of education and personal goals surpass the others. We can agree with Hayesová (2000) that personal self-esteem is supported by education which contains elements of esteem, clearly defined value criteria and requirements and guidance to independent problem solving. A well-structured environment which