

A study on Self – Esteem and Academic Achievement of Undergraduates

Abstract

Having high self-esteem is one of the most important things for any person, especially for the student. It helps them to perform better in academics and to be confident in their academics. This study aims to find the relationship between the self-esteem level and academic performance of undergraduate students. It was conducted on undergraduate students of Hyderabad. The sample size was 30 and the age group of the respondents was between 18-21 years. Exploratory research design was used in the study. Stratified random sampling method was used to collect the samples. Data was collected through interview method and further evaluated by frequency, percentage and correlation method. This study perceived that there is significant positive relationship between self-esteem level and academic performance of the undergraduates. The respondents who were having high self-esteem level were having good academic performance.

Keywords

Self – esteem, academic achievement, undergraduates.

Introduction

Students' academic performance plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country economic and social development. Children with high self-esteem tend to do better in school. Studies indicate, however, that self-esteem is not a cause of academic success, but an effect.

Students with high self-esteem have higher self-cognition and academic self-efficacy. They can better regulate all aspects of available resources (Ouweneel et al., 2011) and thus achieve their academic expectations and ultimately increase their engagement in learning.

Typically, academic achievement has been strongly related to self-esteem; many studies have demonstrated significant positive relationship between these variables (Faunce, 1984; Daniel, & King, 1995; Skaalvik, 1983). Singh (2005) studied self-esteem and academic achievement and concluded that the relationship between self-esteem and academic achievement is bidirectional; causation flows in both directions. Self-esteem and academic achievement directly influence each other.

Okoko & Odingo (2012) conducted study on self-esteem and academic performance of students in public secondary schools in Nidhiwa district, Kenya. The findings of the study have revealed that (1) Students who perform well in academic tasks as well as co-curricular activities have high self-esteem. Vishalakshi and Yeshodhara (2012) in their work on relationship between self-esteem and academic achievement of secondary school students and results revealed positive relationship between self-esteem and academic achievement of students.

Objectives of the Study

1. To analyze the self-esteem level of undergraduates.
2. To determine the relationship between self-esteem and academic-achievement of undergraduates.

Operational Definitions

- **Self-esteem:** Self-esteem is the evaluation of an individual's beliefs and attitudes toward his or her abilities and values (Rosenberg, 1965).
- **Academic achievement:** Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.
- **Undergraduate:** a person who is learning at a college or university.

Review of literature

Marsh H.W *et al.* (2018) concluded that the effective school average achievement and school track on academic self-concept were consistently negative over the secondary school years.

Alida. L *et al.* (2014) studied the self-esteem and academic achievement in secondary school students. It stated stressing the multidimensional nature of academic performance, indicate a need to adopt complex approaches for undertaking action addressing student's difficulties in attaining good academic achievement.

Aqeel. Md *et al.* (2016) examined the difference between self-esteem and academic achievement among truant and punctual students and revealed that truancy/punctuality did not play a moderating for self-esteem in predicting academic self-concept.

Dr. Khalid Md *et al.* (2015) conducted a study on self-esteem & academic performance among university students. Moreover, a significant difference was found between male and

female students on self-esteem and academic performance scores, which indicated that female students have high scores on academic performance compared to male students and male students have high scores on self-esteem as compared to female students.

Mark. S *et al.* (2000) revealed that both females and males who were physically active had considerably higher levels of self-esteem. The study suggests that the relationship between physical activity and academic achievement is weak. For some respondents, physical activity may be indirectly related to enhanced academic performance by improving physical health and self-esteem.

Laramie. D *et al.* (2007) found that in general, students with low-concept in achievement domains are more likely to aggress at school than those with high self-concept. Maropambi.G (2014) studied role of self-efficacy and self-esteem in academic performance and concluded that no significant relationship between academic performance, self-efficacy and self-esteem.

Radid. Md (2020), in his study stated that Students in this cycle of education are negatively impacted in their academic and physical self-esteem when their university results are modest or low. The family, social and global self-esteem domains are very little impacted by their academic performance.

Fransico *et al.* (2016), revealed that students in this cycle of education are negatively impacted in their academic and physical self-esteem when their university results are modest or low.

Reza *et al.* (2012) conducted a study on self-esteem and academic success as influenced by reading strategies and concluded that there was no significant difference between the self-esteem measures of those students who were taught cognitive and metacognitive strategies as compared to those taught traditionally. However, there were significant differences between their total scores in the course and their academic success measures.

The reviews are revealing that students with high self – esteem levels are good in academics and the influence is bidirectional.

Methodology

This chapter provides the detailed information of procedure for conducting the research study on the topic “A study on self – esteem and academic achievement of undergraduates”. Based on the review of the literature related to the topic, the objectives of the study were decided and the materials and methods were finalized.

Research Design

An exploratory research design was adopted to conduct the study. It is a process of gathering facts and doing research that later allows for the team to create the best research design or data collection method available for specific subjects. This particular research design was adopted to explore the relation self – esteem and academic achievement of undergraduates”.

Location of the Study

The samples were randomly taken from the 2nd year undergraduate students of college of community science which is located in Hyderabad.

Selection of sample

Sampling is a process of selecting number of respondents for a study in such a way that they represent the larger group from which they were selected (Kerlinger,1995). Stratified random sampling method was adopted to select the sample.

Variables of the study

Variables for this study were selected based on the review of literature of the study. Variables which were found to have relevance in the present investigation were included in the study.

Independent variables

Self- esteem

The respondents were asked to answer the questions which are mentioned in the Rosenberg's Self-Esteem Scale.

Dependent Variable

Academic achievement

Dependent Variable was selected based on the review of literature. Factor affecting the self-esteem is considered. The factor includes the academic achievement of undergraduate students.

Selection of tool

Questionnaire cum Rosenberg's self-esteem scale was adopted for data collection.

Questionnaire

A questionnaire refers to device for securing answers to questions by using a form which respondent fill in by himself. It comprises of some sets of questions printed or type in a fixed order. The questionnaire was used for collecting the general information, academic score and the score of self-esteem.

Rosenberg's Scale

Scale that measures global self-worth by measuring both positive and negative feelings about the self. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Data analysis

The data was tabulated and analysed through frequency, percentage method and correlation method.

Results and Discussion

1. Age group of the respondents

The respondents selected for the study were mainly undergraduates between the age group of 18-21 years.

Table 1. Age of Respondents

S.No.	Age	f	%
1	18 years	02	6.7%
2	19 years	12	40%
3	20 years	15	50%
4	21 years	01	3.3%

Table 1 clearly indicated that 50% respondents were at the age group of 20 years followed by 19 years i.e. 40% and 6.7% respondents are at the age group of 18 years. Only 3.3% respondents were in age group of 21 years.

Table 2. Academic performance of the students

S.No	Grade	f	%	Division
1	5.00-5.99	2	6.7%	Pass
2	6.00-6.99	9	30%	2 nd division
3	7.00-7.99	16	53.3%	1 st division
4	8.00&above	3	10%	1 st division with distinction

Table 2 revealed that majority 53.3% of the respondents are in the 1st division followed by 2nd division with 30% respondents and 10% respondents are in the 3rd division. Only 6.7% respondents are present in the pass division.

Table 3. Self – Esteem levels of the students

S.No	Score	f	%
1	25-50 (low level)	-	-
2	51-75 (moderate level)	6	20.00
3	76-100 (high-level)	24	80.00

It was evident from table 3 that 80% respondents are having high self-esteem level followed by moderate self-esteem level i.e. 20% and the respondents in low self-esteem level are negligible.

Table 4. Correlation between independent and dependent variable

Independent variable	Academic performance (dependent variable)
Self-esteem	0.878**

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

Table 4 represents that there is significant positive correlation ($r = 0.878$) between self-esteem level and academic performance of undergraduates. It implies that Students who are confident in their academic abilities will put more effort into academic tasks, while those who lack self-confidence will be less engaged in their studies and are more likely to give up.

Conclusion

Having high self-esteem is one of the most important things for any person, especially for the student. It's been proven time and again that students with higher levels of self-worth are more likely to get good grades, graduate from high school and college, and be successful in their careers than those with lower levels of self-esteem and low self-esteem affects almost every aspect of your life—from physical health to behaviour problems at school or elsewhere.

The self-esteem of the students can be improved through continuous motivation. Creating realistic expectations and appreciating their performance at home and classroom raises the self-esteem level of the students. Every student has their own personality, talents and abilities. So, never compare one student with the other students. Positive self-esteem helps the students to build confidence and to believe in themselves.

Majority of the sample is having high self-esteem which boosts confidence to the students to perform well in academics or in other disciplines.

The students who are lacking self-esteem level need positive environment and encouragement from the parents, teachers and the peer group.

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