

## **A Study on Self-Esteem and Academic Achievement of Undergraduates**

### **Abstract**

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 determine the relationship between the self-esteem level and academic performance of undergraduate students. An exploratory research design was used for the study. A stratified random sampling technique was used to collect the information from the respondents. The research was conducted on 30 undergraduate students of the College of Community Science, Hyderabad between the age group of 18-21 years. Data was collected using Rosenberg's self-esteem scale. Statistical procedures like frequency, percentage, and correlation were used to analyze and interpret the data. The results revealed that the majority (80.00%) of the respondents had high self-esteem. The correlational analysis indicated that there was a positive and significant relationship between self-esteem level and academic performance at a 0.01 level of significance. The respondents who had high self-esteem levels had good academic performance.

### **Keywords**

Self-esteem, academic achievement, undergraduates.

### **Introduction**

“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. Self-esteem includes the individual's general appraisal of himself/herself and his judgment about his/her worthiness” (Karaaslan, 1993; Baser et al. 1998; Taysi, 2000; Izgic et al. 2001). “Factors such as self-esteem, self-esteem, ability to demonstrate knowledge and skills and success, acceptance within the society, and acceptance of physical characteristics have an important place in the formation and development of self-esteem” (Karaaslan, 1993; Yilmaz, 2000; Izgic et al. 2001).

Students' academic performance plays an important role in producing the best quality graduates who will become great leaders and manpower for the country thus responsible for the country's 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. Students can better regulate all aspects of available resources and thus achieve their academic expectations and ultimately increase their engagement in learning. **Students with high self-esteem are more likely to have good relationships with their teachers and peers are more likely to be successful in their careers.**

“Typically, academic achievement has been strongly related to self-esteem; many studies have demonstrated a significant positive relationship between these variables” (Faunce, 1984; Daniel, & Kling, 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 “a 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 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 “the relationship between self-esteem and academic achievement of secondary school students and results revealed a positive relationship between self-esteem and academic achievement of students”.

**The study was conducted to know the self-esteem levels of the academic engagement of undergraduates with the following objectives:**

### **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

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

Emmanuel *et al* (2014) conducted “a study on Achievement motivation, academic self-concept, and academic achievement among high school students. The study revealed that there is a significant correlation between self-concept and academic achievement. The study confirms the importance of achievement motivation and academic self-concept to academic achievement and concludes by making insightful suggestions and recommendations to stakeholders in education to help students enhance their motivation and self-concept to improve their academic performance”.

Arshad *et al* (2015) conducted “a study on Self-esteem & academic performance among university students. The study revealed that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students”.

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”.

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”.

Radid. Md (2020) in his study stated that “Students in this cycle of education are negatively impacted by 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”.

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

## **Methodology**

This chapter provides detailed information on the 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 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 between self-esteem and academic achievement of undergraduates”.

## **Location of the Study**

The samples were randomly taken from the 2<sup>nd</sup> year undergraduate students of the College of Community Science which is located in Hyderabad.

## **Selection of sample**

Sampling is a process of selecting several respondents for a study in such a way that they represent the larger group from which they were selected (Kerlinger,1995). A 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 the literature of the study. Variables that 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 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 a device for securing answers to questions by using a form that the respondent fills in by himself. It comprises some sets of questions printed or typed in a fixed order. The questionnaire was used for collecting general information, academic scores, and the score of self-esteem.

### **Rosenberg's Scale**

Rosenberg's self-esteem scale has reliability and validity of Cronbach's alpha values ranging from 0.82 to 0.711. 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. The data was collected by sharing the questionnaire with the respondents. Information was collected regarding the objectives of the study i.e. age, academic score, etc.

### **Data analysis**

Analysis means a critical examination of the assembled and grouped data for studying the characteristics of the object under the study for determining the pattern of relationships among the variables related to it (Swami, 1997). The data was tabulated and analyzed through frequency, percentage method, and correlation methods.

### **Analysis and Interpretation**

Statistical analysis has been done to find out the relationship between the variables. The data was analyzed using the following statistical methods:

#### **Percentages**

To know the distribution of respondents, data were subjected to frequencies and percentages according to the variables.

#### **Frequency**

The number of times something happens within a particular period.

## Correlation

Correlation is a statistical measure that expresses the extent to which two variables are linearly related. Pearson's two-tailed correlation was used for analyzing data.

## Results and Discussion

The results thus obtained are presented, along with the interpretation below:

1. Age group of the respondents
2. Academic performance of the students
3. The self-esteem level of the students
4. Relationship between academic performance and self-esteem level

### 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 indicated that 50% of respondents were in the age group of 20 years followed by 19 years i.e. 40% and 6.7% of respondents are in the age group of 18 years. Only 3.3% of respondents were in the 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 <sup>nd</sup> division                  |
| 3 | 7.00-7.99  | 16 | 53.3% | 1 <sup>st</sup> division                  |
| 4 | 8.00&above | 3  | 10%   | 1 <sup>st</sup> division with distinction |

Table 2 revealed that the majority 53.3% of the respondents are in the 1<sup>st</sup> division followed by the 2<sup>nd</sup> division with 30% of respondents and 10% of respondents are in the 3<sup>rd</sup> division. Only 6.7% of 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% of respondents are having high self-esteem levels followed by moderate self-esteem levels i.e. 20% and the respondents with low self-esteem levels 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 shows that there is a significant positive correlation ( $r = 0.878$ ) between the 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.

**Findings-** The following observations were made:

## **General Information**

General information of the respondents revealed that a maximum number of respondents were between the age group of 19-20 years.

## **Academic performance of the students**

The academic performance of the students revealed that the majority 53.3% of the respondents are in the 1<sup>st</sup> division with a grade point between 7.00-7.99.

## **Self – Esteem levels of the students**

It was evident that 80% of respondents had high self-esteem levels.

## **Major findings**

There is a significant positive correlation ( $r = 0.878$ ) between the self-esteem level and academic performance of undergraduates.

## **Implications**

The majority of the sample has high self-esteem which boosts confidence in the students to perform well in academics or other disciplines.

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

## **Suggestions for future research**

- The same research can be done on other age groups like the adult population as they are involved in major employment activities.
- Sample size can be increased.

## **Conclusion**

Self-esteem is very much needed. Self-esteem is important to everyone and all need positive self-esteem to feel good about themselves. Self-esteem can build inner strength and confidence. 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 behavior 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, accepting yourself, thinking positively, getting involved, becoming self-reliant, and setting goals raise the self-esteem level of the students (Maheswari. R and Maheswari. K, 2016). If these things are followed a person will be always confident enough to face the world.

The majority of the sample has high self-esteem (80.00%) which boosts confidence in the students to perform well in academics or other disciplines. Every student has their 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.

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3.

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