

Impact of Self-Esteem and Academic Achievements of University Students

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Doi:10.23918/icabep2018p30

Abstract

The academic experience may find very stressful for many university students in Kurdistan region. There are many situations such as, economic crash and salary issues that affecting the individual morale in Kurdistan. Student need to have a high self-esteem to overcome these issues and achieve their goals and get a good GPA. A purposive sampling technique was utilized to collect data, our sample consisted of 80 students from Ishik University, 44 male students and 36 female students with an average age of 21.9 years. The students were from different departments and grades volunteered to participate in the survey. The self-esteem of the students measured using Rosenberg Self-Esteem Scale (1965).

This study is more statistical than to be a psychological, we aim to show the correlation between self-esteem and academic performance of university students. The main purpose of this study was to analyze the role of self-esteem on achieving higher GPA grades and excellent academic performance. The results of this study showed a significant positive correlation ($r = 0.74$, $p < 0.001$). This indicates students with high self-esteem had better academic achievements. The results also showed that the self-esteem for males is higher; however, the mean GPA for females is higher as compared to each other.

Keywords: Self-esteem, Academic Performance, GPA, Rosenberg Self-Esteem Scale, Pearson's correlation.

Introduction

We have conducted this study to understand how self-esteem influences undergraduate students in their university life and support them to settle and become well prepared for their future career lives. Classifying the issue during a time when they are still in the college, and making any step to motivate and boosting students' self-esteem is certainly useful for them in numerous ways. Hence, this study analyzes the effect of self-esteem on expected university participation and academic performance. Hypothesize, when self-esteem is low academic performance will diminish and alternately, when self-esteem is high the academic performance in incremented. In addition to self-esteem questions, students

have been asked about their academic achievements, such as their GPA and mathematical skills to investigate to what extent self-esteem is correlated to academic performance. There are many researches have been done to examine the correlation between self-esteem and academic performance. Most of studies indicated positive relationship while others they believe there is no relationship between them. There are also many studies hypothesized a good relationship between self-esteem, higher academic achievements and family supports. Furthermore, they have investigated that math skills has remarkable influence on college attendance. Baumeister, Campbell, Krueger & Vohs, (2003), examined that Self-esteem is become a family topic. Many specialists, Instructors, and parents believe that increasing self-esteem leads to numerous positive results and high academic achievement, these hypotheses is significantly assessed in this survey. Examination of the self-esteem impaction involves few variables that make it quite complicated. Since high self-esteem may cause numerous individuals to overstate their success and behave abnormally, these behaviors considered as negative outcomes and compare it with the positive outcomes.

Muhammad Arshad, Syed Muhammad & Khalid Mahmood, (2015), he indicated that increasing self-esteem will not inhibit children from having bad behaviors and involve in illegal activities. However, people with high self-esteem are more open and capable to speak in public and make critical comments. Coleman, 1965; Garfinkel, 2003, they both found that there are numerous variables that impact student's choices to go to college, such as funds, peer impact, and self-esteem. Gerardi (2005) observed the concept of perceived academic skills to seriously prophesy academic performance in students come from low-income families.

Alves-Martins, Peixoto, Gouveia-Pereira, Amaral, & Pedro, 2002; Donnellan, Trzesniewski, Robins, Moffitt, & Caspi, 2005, they have found in their researches that self-esteem is has positive relationship with academic accomplishment and negative relationship with counterproductive behavior, such as animosity and wrongdoing. Furthermore, Rosenberg (1989) has demonstrated there is a relationship between socioeconomic status self-esteem. At the other hand, some researches have showed that there is no relationship between socioeconomic status and perceived academic skills (Schmitz, 2006) or self-esteem with socioeconomic status (Lever, Pinol, & Uralde, 2005). Moreover, El-Anzi, (2005) found that academic accomplishment is positively correlated to self-esteem and Tangney, (2004), also found that self-control could lead to better self-esteem and better grades. However, Sirin (2004), indicated that academic performance is not related to self-esteem. Lane, Lane & Kyprianou (2004), examined the correlations of self-esteem and self-effectiveness with the past academic achievements. Their sample consisted of two hundred and five graduate students. The mean of the grades for each student from the studied subjects was utilized as the performance scale. The results showed that self-esteem

and self-effectiveness are highly correlated to each other. There was some retraction in results showed that self-efficacy is between correlations of academic achievements and academic performance.

Sadaat, Ghasemzadeh & Soleimani (2012), conducted a study to determine a correlation of self-esteem and academic achievements of university students. 370 university students were participated in the survey. Self-esteem of male students was higher than female students. A positive correlation was observed between self-esteem with the academic achievement of students and it was at a normal level of $P < 0.05$. Akinleke (2012) conducted a research to pursue the impact of self-esteem and anxiety on academic accomplishments. A sample of 250 senior students from department of National Diploma at Federal Polytechnic, Ilaro was participated in the survey. This study was done by comparing the result of questionnaire answered by students with their comprehensive GPA grade of the previous year. The study observed that the students with less anxiety obtained higher GPA scores. The result also showed that a self-esteem and academic performance are positively correlated.

Twinomugisha (2008), examined a correlation between self-esteem and academic performance. This study took a place at United States International University in East Africa. A sample of 37 senior students participated in the survey. The assumption of the study was higher self-esteem leads to higher academic performance. The results showed that there was a positive correlation between self-esteem and academic performance although it was week correlation ($r = .048$). The result also confirmed the correlation of male students was higher than female students.

Methodology

A total number of 80 under graduate students divided to two groups, 44 male students and 36 female students from different departments and grades at Ishik University were volunteered to participate in this research. A purposive sampling technique was utilized to gather the information from the volunteered members. A shortened version of the Rosenberg Self-Esteem Scale (Rosenberg, 1965) used for self-esteem questionnaire. Comprehensive GPA scores of participants were collected also.

Description of Rosenberg Self-Esteem Measures

The scale is consist of 10 items (questions), there are four choice to answer each question starts from strongly agree, agree, disagree and ends with strongly disagree. Each answer has different scores. Normally, the scores is 4 if the answer is strongly agree, The scores is 3 if the answer is agree, The scores is 2 if the answer is disagree and The scores is 1 if the answer is strongly disagree. These questions include both positive and negative feelings about the self. Positive items are 1, 3, 4, 7 and 10 while negative items are 2, 5, 6, 8 and 9. Therefore, the scores for negative feelings are inversely

counted. The scores is 1 if the answer is strongly agree, The scores is 2 if the answer is agree, The scores is 3 if the answer is disagree and The scores is 4 if the answer is strongly disagree.

Procedure

The student at Ishik University asked to participate in this survey, they were also asked to feel free to participate in the survey. The range of the participant's age was 18 – 35 with an average age of 21.9 years. After the survey data has collected, the SPSS software and MS Excel used to calculate the mean of each student's answer separately. At the first page of the questionnaire the purpose of the study was explained and instruction of filling it was given. The total score of each student divided by 10 as Rosenberg Self-Esteem Scale consists of 10 items to calculate the mean. So, each 'mean' represents one student and its denoted by x_i for Student_{*i*}.

$$x_i = \frac{\text{Total score of each students from Rosenberg Self – Esteem Scale}}{\text{number of items}}$$

Then, the above mean was correlated with students GPA scores. Pearson's correlation was used for this study.

$$r = \frac{\sum(x_i - \bar{X})(y_i - \bar{Y})}{\sqrt{\sum(x_i - \bar{X})^2 \sum(y_i - \bar{Y})^2}}$$

$$\bar{X} = \frac{\sum x_i}{N}$$

$$\bar{Y} = \frac{\sum y_i}{N}$$

Where, \bar{X} is the mean of self-esteem of all students together, \bar{Y} is the mean of all students GPA scores, y_i is the exact GPA score for Student_{*i*} and N is number of participants = 80.

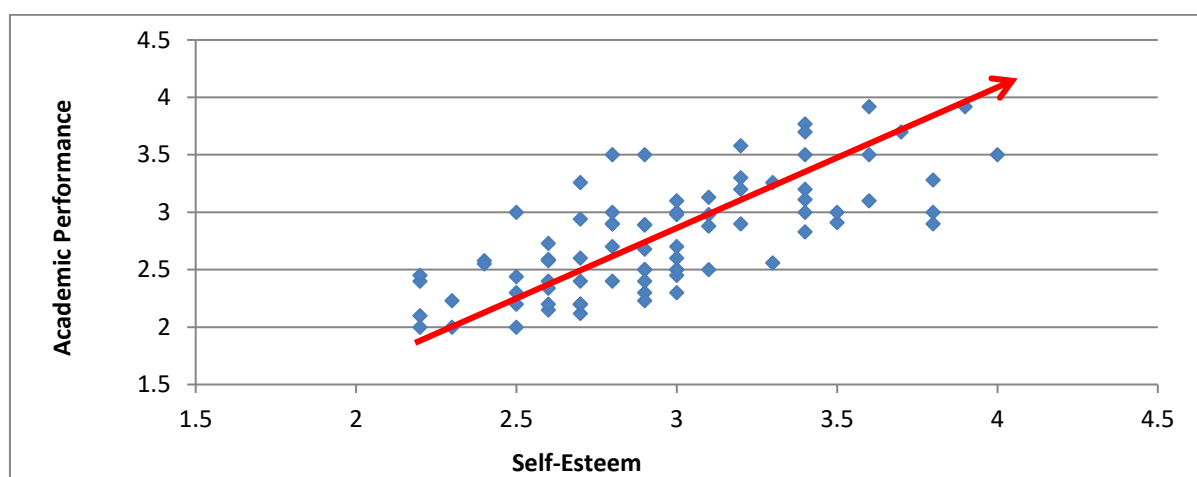
Results and Discussion

This study is more statistical than to be a psychological, we aim to show the correlation between self-esteem and academic performance of university students. The main purpose of this study was to analyze the role of self-esteem on achieving higher GPA grades and excellent academic performance.

The scatter plot given below shows the positive correlation between self-esteem and Academic Performance, as the value of Self-Esteem (x) increases the value of Academic Performance (y) increases. From this scatter plot we can also see that the points are close enough to the arrow line at the middle. This is indicating that there is a significant linear relationship between the two variables.

However, we can't know how strong that relationship by scatter plot is. So, Pearson's correlation is necessary to be calculated.

Graph I. scatter plot of self-esteem to academic performance correlations



The table given below shows a good positive correlation between self-esteem and academic performance. There three important values of correlation, negative one (-1) indicates excellent negative correlation, zero (0) indicates no correlation and positive one (1) indicates excellent positive correlation. As 0.721 is close to 1, so it's considered as good positive correlation. The P-value is also calculated by SPSS to measure how significant our result is.

Table I. Pearson's Correlation between self-esteem and academic performance

N = 80	Self-Esteem	P value
Academic Performance	0.721**	4.4×10^{-14}

** Indicates that correlation is significant at the 0.01 level (2 tailed)

The results of table two shows that the self-esteem for males is higher, however the mean GPA for females is higher.

Table II. Pearson's Correlation and mean GPA by gender

Correlation	Self Esteem	P value	Mean GPA
Male (N = 44)	0.74**	0.0001	2.69

Female (N = 36)	Academic Performance	0.69**	0.0001	2.89
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The results of table two shows that the self-esteem for males is higher, however the mean GPA for females is higher.

Conclusion

This study investigated the impact of self-esteem on university students' academic achievements. In conclusion, academic achievements are highly correlated to self-esteem. The higher self-esteem the higher academic grade can be obtained. We also noticed that female students got higher academic achievement even though they had lower self-esteem on average. We encourage future researches to include more related factors to the study, such as anxiety, public speaking awareness and narcissistic behavior. It's also recommended to increase the sample size and randomly selecting students from different universities and cities.

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