Self-Esteem & Academic Performance among University Students

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ABSTRACT

The current study was conducted to assess the self-esteem and academic performance among university students after arising of several behavioral and educational problems. A total number of 80 students, 40 male students and 40 female students were selected through purposive sampling from G.C University Faisalabad. The participants were administered Rosenberg Self-Esteem Scale and Academic Performance Rating Scale to measure their self-esteem and academic performance. The score of male and female students was compared. Pearson's Product Moment and the t-test were used for statistical significance of data. It was found that there was a significant relationship ($r=0.879$, $p<.01$) between self-esteem and academic performance. Moreover a significant difference was found between male and female students on self-esteem and academic performance scores, which indicate 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

Key word: Self-esteem, Academic Performance, Behavioral & Educational Problems.

INTRODUCTION

In Pakistani culture studies and students behavioral issues have main problem in educational institutes. In all over the world, student's psychological and physical health considered to main issues in studies. In Pakistan, where 60% of population is adult, the illiteracy percentage was 72 percent in the youth age 15 to 24 years, 57 percent in the aged 25 to 44 youths, 46 percentage in 45 to 54 years and 38 percent in the people aged 55 to 64 years in the year 2012. It said, Pakistan remained below in the illiteracy from China, Iran, Sri Lanka, Nepal and Burma, while it remained above from Afghanistan and Bangladesh. In Pakistan, 3 million 75 lakh students were going to school and colleges in the year 2012 out of them 2.6 million were Primary level students, 2.9 million students of high school education and 1.5 million students were of colleges and universities (UNESCO, 2012).

Baumeister, Campbell, Krueger & Vohs, (2003), investigated that Self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits—an assumption that is critically evaluated in this review. Appraisal of the effects of self-esteem is complicated by several factors. Because many people with high self-esteem exaggerate their successes and good traits, we emphasize objective measures of outcomes. High self-esteem is also a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals. The modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance. Efforts to boost the self-esteem of pupils have not been shown to improve academic performance and may sometimes be counterproductive. Job performance in adults is sometimes related to self-esteem, although the correlations vary widely, and the direction of causality has not been established. Occupational success may boost self-esteem rather than the reverse. Alternatively, self-esteem may be helpful only in some job contexts. Laboratory studies have generally failed to find that self-esteem causes good task performance, with the important exception that high self-esteem facilitates persistence after

failure. People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures disconfirm most of these beliefs. Narcissists are charming at first but tend to alienate others eventually. Self-esteem has not been shown to predict the quality or duration of relationships. High self-esteem makes people more willing to speak up in groups and to criticize the group's approach.

High self-esteem does not prevent children from smoking, drinking, taking drugs, or engaging in early sex. If anything, high self-esteem fosters experimentation, which may increase early sexual activity or drinking, but in general effects of self-esteem are negligible. One important exception is that high self-esteem reduces the chances of bulimia in females. Overall, the benefits of high self-esteem fall into two categories: enhanced initiative and pleasant feelings. We have not found evidence that boosting self-esteem (by therapeutic interventions or school programs) causes benefits. Our findings do not support continued widespread efforts to boost self-esteem in the hope that it will by itself foster improved outcomes. In view of the heterogeneity of high self-esteem, indiscriminate praise might just as easily promote narcissism, with its less desirable consequences. Instead, we recommend using praise to boost self-esteem as a reward for socially desirable behavior and self-improvement (Baumeister, Campbell, Krueger & Vohs, 2003).

Lane, Lane & Kyprianou (2004), investigated relationships between self-efficacy, self-esteem, previous performance accomplishments, and academic performance among a sample of 205 postgraduate students. Participants completed measures of past performance accomplishments, self-esteem, and self-efficacy at the start of a 15-week course. Each student's average grade from modules studied was used as the performance measure. Correlation results indicated significant relationships between self-efficacy and self-esteem. Multiple regression results indicated that self-efficacy mediated the relationship between performance accomplishments and academic performance. Findings lend support to the predictive effectiveness of self-efficacy measures in academic settings.

Sadaat, Ghasemzadeh & Soleimani (2012), conducted a research, which aims to study self-esteem and its determined link to academic achievement of university students. According to the results obtained from a study on 370 students, significant difference is observed in self-esteem among male and female students. However, male students for family self-esteem received higher scores than female students (t= -2/12), p< 0.05). The students of the faculties of basic sciences, psychology and educational sciences, and electro- computer showed significant difference in self-esteem. Academic self-esteem and family self-esteem on the meaningful level of P< 0.05 had a direct and positive relationship with the academic achievement of students.

Mohammad (2010) highlights the relationship between self-esteem and academic achievement in the pre-university students. Additionally, it aimed to identify whether there are differences in academic achievement between boys and girls. The objectives of this study were achieved by using the Coppersmith questionnaire and the students' grade in their current and previous semesters. The random sampling was used for collecting the data and as a consequence 50 male and 50 female were chosen randomly. The questionnaires were distributed amongst 100 students in Qaemshahr schools. The results demonstrated that there was significant (p<0.01) positive relationship between self-esteem and academic achievement. Moreover, there was significant difference in academic achievement between boys and girls. However, no significant difference was found in self-esteem between males and females. The results suggest that high self-esteem is important factor and strengthen the prediction of academic achievement in students.

LITERATURE REVIEW

Abdullah (2000) conducted a study to examine the relationship among achievement motivation, self-esteem, and locus of control and academic performance of university students in a Nigerian University. The purpose was to determine the extent university student's academic performance was influenced by these criterion variables. One thousand, three hundred and thirty-five male and female university students from seven faculties participated in the study. They were selected by stratified cum simple random sampling techniques. Results from multiple regression analysis revealed that clearly the subjective independent variables did not predict objective measure of the students' academic performance. Psycho-sociological evidences abound that lack of achievement motivation and low self-esteem, creates in students lack of interest to strive for high academic performances, and zeal to contribute positively and efficiently to national development.

Utilizing mixed methodology, this research investigates the relationship between self-esteem and academic achievement for young adolescents within two Western cultural contexts: the United States and England. Quantitative and qualitative data from 86 North American and 86 British adolescents were utilized to

examine the links between self-esteem and academic achievement from the beginning to the end of their academic year during their 11th–12th year of age. For both samples, quantitative results demonstrated that fall self-esteem was related to multiple indicators of later year academic achievement. While country differences emerge by the end of the year, math appears to have a consistent relationship with self-esteem in both country contexts. Qualitative analyses found some support for British students' self-perceptions as more accurately reflecting their academic experience than the students from the United States (Booth & Gerard, 2011).

Akinleke (2012) conducted a study and the aim of this study was to discover how test anxiety and self esteem affect academic performance. Two hundred and fifty randomly drawn final year National Diploma (NDII) students of the Federal Polytechnic, Ilaro were involved in the study. They were given two questionnaires that took between forty and forty five minutes to complete. The study was carried out in a classroom environment during regular school hours. After collecting information from the students through questionnaires, their comprehensive Grade Point Averages (GPA) in previous year were also collected. This GPA data were then compared to the scores obtained from the questionnaires. This study discovered that overall, low anxiety students had higher GPAs than high anxiety students and that there is a positive relationship between self esteem and academic performance. The implication of the findings were that stakeholders in education should formulate policies that help students to cope with anxiety and also initiate programs that will assist the process of learning and mastering challenges as such would result in higher academic achievement

Twinomugisha (2008), conducted a study used a correlation design .It was carried out among the students of the United States international University in East Africa. The hypothesis of this study stated that if self-esteem increased then academic success will increase also. A total of 37 participants took part. The researcher took a sample of the senior students to examine whether their self-esteem had increased and if the increase had any relationship with their academic success. The researcher also sought to examine whether there was a difference between the levels of self-esteem development among females and males and what relationship it may have with academic achievement. The Rosenberg Self Esteem Scale was used to measure the students" self-esteem state between their fresh man year and their senior year for any developments. The scale is a ten item Likert scales with items answered on a four point scale - from strongly agree to strongly disagree. The Scale has high reliability; test-retest correlations range from 0.82 - 0.88 and Cronbach's alpha for various populations are in the range of 0.77 – 0.88.The results of this research show that there was a positive relationship (r =.048) between self-esteem and CGPA. The results confirmed that there was a negative relationship between self-esteem and gender (r= -.316) and a positive relationship between CGPA and Gender(r=.057); the Males self-esteem and CGPA increased while the Females self-esteem decreased but their grades remained constant. The study concluded that there was a positive relationship between self-esteem and academic achievement although the relationship was weak.

The present study was undertaken to investigate the self-esteem and academic achievement of urban and rural adolescents, and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys (Joshi & Srivastava, 2009).

The relationship between self-esteem and academic achievement is one that is regarded by many educators as a well-established fact. This belief has been often invoked in order to argue against the provision of ability grouping for gifted students. Refuting that commonly-held belief, this research examined the relationship between self-esteem and academic achievement in 65 high-ability secondary students, a sample drawn from a longitudinal study of over 900 students. The research demonstrated that there were no differences in measured self-esteem between the gifted and non-gifted students. More contentiously, though, the research found no correlation between self-esteem and academic achievement for the gifted group (Vialle, Heaven & Ciarrochi, 2005).

A cross sectional study was carried out to examine the relationship between self –esteem and student's academic performance among the second year undergraduates of Faculty of Health Sciences and Faculty of

Medicine. Undergraduates (n= 220, 110 males) were selected via systemic random sampling, responded on survey domains regarding their self-esteem, body area satisfaction, stress and demographic data using 3 scales – Rosernberg Self-Esteem Scale (RSES), Perceived Stress Scale (PSS) and Body Area Satisfaction Scale (BASS). The study has found that the mean score for self-esteem scales was 17.44±3.44 with score ranged from 0 to 30 (RSES); the mean of CGPA was 3.022±0.41. The correlation between self esteem and academic performance were analyzed using Pearson's correlation and linear regression, results showed that students with higher self-esteem perform better in their academic (p< 0.0005, r=0.32); self esteem score and body area satisfaction was significant (p< 0.05, r=0.016) and self esteem and stress is inversely significant (p< 0.05, r=-0.198). In conclusion, self-esteem is one of the key factors in affecting an individual's academic performance, more significant than other contributing factors including stress and body image (Rosli, Othman,Ishak, Lubis, Saat & Omar, 2011).

Zimmerman (2010) conducted the research to identify and study key processes through which students self-regulate their academic learning. In this overview, he presents a general definition of self-regulated academic learning and identifies the distinctive features of this capability for acquiring knowledge and skill. Drawing on subsequent articles in this journal issue as well as my research with colleagues, he discusses how the study of component processes contributes to our growing understanding of the distinctive features of students' self-regulated learning. Finally, the implications of self-regulated learning perspective on students' learning and achievement are considered.

This study was to examine the relationship between academic achievement and the following variables: anxiety, self-esteem, optimism, and pessimism. The sample consisted of 400 male and female students in the Basic Education College in Kuwait. The salient findings of the investigation were the significant positive correlation between academic achievement and both optimism and self-esteem – whereas the correlations were negative between academic achievement and both anxiety and pessimism (El-Anzi & Owayed, 2005)

Hypothesis:

1. There would be a positive relationship between self-esteem and academic performance among university students.
2. There would be a significant difference in scores on self-esteem scale among male and female university students.
3. There would be a significant difference in scores on academic performance scale among male and female university students.

METHOLOGY

The 80 students and their ages were 18 to 25, studied in master degree programs selected from G.C University Faisalabad. The purposive sampling technique was used t collect the data from the desired participants. The sample of study is divided into two groups, first group consists of 40 male students and second group is consists of 40 female students, studied in master degree programs.

Measures:
Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The scale is a ten item Likert scale with items answered on a four point scale - from strongly agrees to strongly disagree. The original sample for which the scale was developed consisted of 5,024 High School Juniors and seniors from 10 randomly selected schools in New York State. Instructions of test are these, below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD. Scoring of test is as follows, SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self esteem (Crandal, 1973).

Variables
1. Definition of Self-esteem
Self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self (Hewitt, 2009).

2. Definition of Academic Performance

Academic performance is the outcome of education— the extent to which a student, teacher or institution has achieved their educational goals (Annie, Howard & Mildred, 1996).

Procedure:

        In order to fulfill the requirements of current research 80 subjects were selected from G.C University Faisalabad. The age range of the subject was 18 to 25 years and studied in master degree programs. There were many expected and unexpected hurdles for collecting the data, so for reducing these difficulties permission letter was provided to the administrators of the university so that encounter hurdles in the data collection process may be dealt easily. This permission letter was shown to authorities and assurance of confidentiality also given to them. The rationale of study was explained to the participants. Brief instructions about questionnaire were given to participants on first page. It was made that all information would be kept confidential and would be utilize only for research purpose. They were requested to complete the questionnaire. Approximately all the participants completed the questionnaires in the presence of researchers. Researchers clarified or interpreted the questions to the less educated or illiterate participants. It took 10 to 15 minutes for the completion of the protocols. They were also mention their age, gender, qualification and working type in which they work as demographic variables.

        Pearson's product moment correlation method and t-test were used to find out the significance level of data through SPSS.

RESULTS

Table I

Pearson's Correlation between self-esteem and academic performance N=80

	Self-esteem (Sel)	P value
Academic Performance (AP)	0.863(**)	0.007

Table: I indicates that the results are significant at 0.007 levels. It also shows that there is a strong positive correlation between self-esteem and academic performance among university students.

Table II

Mean values of male and female students on self-esteem N=80

Group	Mean	S.D	df	t-test	p
Self-esteem (Sel)					
Male (N=40)	28.7	4.05	54	6.98	0.004
Female (N=40)	22.5	2.67			

Table: II indicates that male students had higher self-esteem than female students. It also supports the results that there is a significant deference between female and male students scores on self-esteem.

Table III

Mean values of male and female students on academic performance N=80

Group	Mean	S.D	df	t-test	p
Academic Performance (AP)					
Male (N=40)	25.6	3.94	43	8.09	0.004
Female (N=40)	19.4	2.73			

Table: III indicates that female students had higher academic performance than male students. It also supports the results that there is a significant deference between female and male student's scores on academic performance.

DISCUSSION

Pakistan is developing country; now a day's faces many problems like flood, terrorism, degrading social status and earth quick etc. unfortunately Pak government is fail to release pressure of these problems and due to these problems, students faced many problems in educational institutes. Due to insufficient educational budget, Pak

government increases the fees every year. This issue leads the students to quit their studies. If they continue their studies, their educational level is very poor.

The result of current study indicated that male students have high level of self-esteem and female students have higher academic performance. As it can be seen in result section, table # 1 indicates that there is a strong positive correlation (r = 0.863) between self-esteem and academic performance among university students, which also indicates that the results are highly significant at 0.007 level.
The table # 2 of the current study also shows that male students have high scores on self-esteem as compared to female child students and results are significant at 0.007 levels. The probable causes of these findings may be more independent status of males than of females, which is given them by culture. Hence this given status makes males comparatively more social and strong. The findings of the current study are consistent with a number of other studies.

The table # 3 of the current study indicates that female students have higher academic performance as compared to male students and results are significant at 0.007 levels. The findings of the current study are also consistent with a number of other studies. The relationship between self-esteem and academic achievement is one that is regarded by many educators as a well-established fact. This belief has been often invoked in order to argue against the provision of ability grouping for gifted students. Refuting that commonly-held belief, this research examined the relationship between self-esteem and academic achievement in 65 high-ability secondary students, a sample drawn from a longitudinal study of over 900 students. The research demonstrated that there were no differences in measured self-esteem between the gifted and non-gifted students. More contentiously, though, the research found no correlation between self-esteem and academic achievement for the gifted group (Vialle, Heaven & Ciarrochi, 2005).

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CONCLUSION
Keeping in view the findings of the current study it is concluded that there exists a strong positive correlation between self-esteem and academic achievement in university students. Furthermore, it can be said that high level of self-esteem leads to good academic performance. It has been found that female students had higher academic performance as compared to male students. It has also been found that male students had higher self-esteem as compared to female students.

However, considering the limitations of the current study, it is recommended that in future studies data may be increased and random sampling technique may also be used to get more accurate results. More variables like age and education may also be studied.

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