

# Academic Achievement and Self -Esteem: Acomprarative Study of Undergraduate College Students

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**Abstract- Objectives:** This study was carried out with the objectives of investigating the relationship between academic achievement and self-esteem among college age students. **Method:** The study was conducted at Amity University Gwalior. Based on purposive sampling method, 100 male /female undergraduate students selected. Academic achievement motivation scale was used to assess the dimension of motivation, and self-esteem scale (SES) by Rosenberg was administered to assess the self-esteem among all undergraduates. **Results:** It revealed that difference on academic achievement and self-esteem has very high positive correlation. It is also found low self-esteem was indicator of suppressed academic achievement . **Conclusion:** Findings indicates that the result of present study contributes in understanding the significant contribution of academic achievement and self-esteem.

**Index Terms-** self-esteem, academic achievement, undergraduate students

## I. INTRODUCTION

Atkinson and Feather defined "the achievement motive is conceived as a talent disposition which is manifested individual's performance as instrumental to a sense of personal accomplishment". Achievement motive is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions, and he feels that he ought to possess them he may be regarded as having an achievement motive. The definition of self-esteem has been defined as a 'positive or negative attitude toward the self.' Drawing from various theoretical perspectives (e.g., social comparison theory, symbolic interaction theory), much research has validated the assumption that high self-esteem is associated with educational achievement (Marsh, Byrne, and Yeung 1999), that ability levels may influence depressive symptoms and levels of self-

esteem (Humphrey, Charlton, and Newton 2004), and that a positive self-concept is desirable for children's personal development (Branden 1994). Evidence for the reciprocal nature of self-esteem and undergraduate students academic achievement has been found by some researchers, but findings are not consistent across studies nor documented as well as the bi-directional influence between domain specific self-concept and academic achievement. In a rigorous longitudinal test of the interrelationships among self-esteem, self-concept and academic achievement based on a large sample of East and West German seventh-graders, Trautwein and colleagues found that prior self-concept significantly predicted later achievement and prior achievement significantly predicted later mathematics self-concept; however, a reciprocal relationship between self-esteem and academic achievement was not found (Trautwein et al. 2006). Ross and Broh (2000) have found in an analysis of data from the National Educational Longitudinal Study that a sense of personal control affects subsequent academic achievement but self-esteem does not. Furthermore, personal control has also been found to be related to self-efficacy which has shown to require a certain level of positive self-evaluations to maintain self-efficacy (Schunk 1995; Pajares 1996). However, while self-efficacy and self-esteem are often found to be related, the increasing evidence revealing the positive effect from student self-efficacy for academic success does not likewise demonstrate a direct positive influence from self-esteem on school achievement (Ross and Broh 2000).

A positive self-esteem has been viewed as a desirable attribute for students, and therefore studies investigating self-esteem measures often note the important influence of teacher dispositions (Helm 2007) and school climate (Scott 1999) in the development of a positive sense of self. In particular,

studies in urban schools have revealed the significance of teacher support for middle school students' academic engagement and the subsequent influence this support has on academic self-concept (Garcia-Reid, Reid, and Peterson 2005). Likewise, other research with this present study's sample of North American and British students has revealed that the most significant influence these schools have on student attitude toward school are their peers and teachers (Booth and Sheehan 2008). Nonetheless, the direct influence that self-esteem has on academic performance remains unclear, with further longitudinal research needed to assist with understanding the relationship.

**METHDOLOGY**

**Participants and procedure**

This was the University based on Quasi-experimental research conducted at Amity University Gwalior and purposive sampling was used. The sample consists of 100 (male/female) fulfilling the inclusion and exclusion criteria. Written form consent was taken from the participants after explaining the objectives and procedure of study. Subsequently socio demographic data sheet, Academic achievement motivation, Self Esteem Scale was administered to all participants.

**Measure:**

**Socio - Demographic Data Sheet**

A socio - demographic and clinical data sheet was specifically designed for the study to record relevant details of each case. The semi structured Performa contained socio demographic characteristics which include age, sex, education, height and weight, religion etc.

**Achievement Motivation Scale (AMS)**

Achievement Motivation Scale (AMS) To measure the achievement motivation of the students, achievement motivation scale (AMS) developed by Pratibha Deo and Asha Mohan (1985) was adopted and it is more suitable for the purpose of present study.. The scale consists of fifty items of which thirteen are negative and thirty seven are positive. A positive item carries weights of 4, 3, 2, 1and 0 respectively for the categories of always, frequently, sometimes, rarely and never. The negative item carries 0, 1, 2, 3 and 4 respectively for the same

categories. The achievement motivation is measured on the basis of total scores obtained by the subjects.

Self Esteem Scale SES- by Rosenberg, M. (1965).

A 10-item scale that measures global self-worth by measuring both positive and Negative feelings about the self. The scale is believed to be uni-dimensional. All items are Answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The pattern of functioning of the items was examined with Respect to their content, and observations are offered with implications for validating and developing future personality instruments. It is of 10 item and rated on agree, disagree, strongly agree, strongly disagree as rated on 4 point rating scale.

**Data Analysis:**

The statistical package for social science IBM (SPSS) 22.0 version was used for statistical analysis. Descriptive statistical were done for socio demographic data.

**RESULTS**

Table 1.a. Socio-demographic Details of the Study Sample

S. No.	Characteristic	Total Sample (n = 100)	Percentage
1.	Age		
	18-21 years	65	65%
	22-24 years	35	35%
2.	Gender		
	Male	67	67%
	Female	33	33%
3.	Socio-economic Status		
	Lower	15	15%
	Middle	25	25%
	Upper	60	60%
4.	Residence		
	Rural	07	07%
	Semi-urban	33	33%
	Urban	60	60%

It is clear from Table 1.a. which gives descriptive information about the socio-demographic characteristics of entire sample.

Table 1.a. shows descriptive statistics of socio demographic and clinical variables percentage of age , the participant was found to be 65% and 35% .The percentage of gender found to be male, female is 67% and 33% respectively . The percentage of socio-economic status found to be 15% ,25%and 60%. The percentage of Residence found to be 07%, 33% and 60% respectively.

Table 1.b.: Group comparison of Pre & Post characteristic (N = 100)

Variable	Mean ± SD	't' value	Level of significance
Achievement Motivation Scale (AMS)	19.81 ± 8.57	6.16*	0.05
Self Esteem Scale SES- by Rosenberg, M. (1965).	7.45 ± 2.82	2.34	NS

\* P < 0.05

It can be observed from table 1.b. that there is a significant difference AMS and SES with mean , SD and t value.

### DISCUSSION

The key objective of the present study was to examine the Academic achievement and self esteem among undergraduate students among all dimensions. It has been also found that when, academic achievement manifested positively self esteem indicator were high and significance. Similarly, Evidence for the reciprocal nature of self-esteem and undergraduate students' academic achievement has been found by some researchers, but findings are not consistent across studies nor documented as well as the bi-directional influence between domain specific self-concept and academic achievement. In a rigorous longitudinal test of the interrelationships among self-esteem, self-concept and academic achievement based on a large sample of East and West German seventh-graders, Trautwein and colleagues found that prior self-concept significantly predicted later achievement and prior achievement significantly predicted later mathematics self-concept; however, a reciprocal relationship between self-esteem and

academic achievement was not found (Trautwein et al. 2006). Ross and Broh (2000) have found in an analysis of data from the National Educational Longitudinal Study that a sense of personal control affects subsequent academic achievement but self-esteem does not. Furthermore, personal control has also been found to be related to self-efficacy which has shown to require a certain level of positive self-evaluations to maintain self-efficacy (Schunk 1995; Pajares 1996). However, while self-efficacy and self-esteem are often found to be related, the increasing evidence revealing the positive effect from student self-efficacy for academic success does not likewise demonstrate a direct positive influence from self-esteem on school achievement (Ross and Broh 2000).

### CONCLUSION

The study also showed a significant relation between academic achievement motivation and self esteem among undergraduate students

### LIMITATION

- Small sample group
- It can be replicated with more population

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