

**Comparative Study**

## **Academic Self-Concept and Self- Esteem: A Comparative Study Among Male and Female College Students**

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### **ABSTRACT**

The objective of the study is to find the relationship between Academic self-concept and self-esteem in college students and also to compare the degree of academic self-concept and self-esteem in male and female college students. 30 male college students and 30 female (age range from 18-23) college students around Kerala were taken for the study through random sampling technique. The participants were briefed about the study and their willingness to participate was asked. Then the basic information was collected using socio demographic status profile, which was followed by Liu and wang's Academic self-concept questionnaire and Rosenberg's self-esteem Inventory to academic self-concept and self-esteem respectively. The data was analyzed using statistical tools such as Karl Pearson Coefficient of correlation and T-Test. The results were as follows: there is no relationship between academic self-concept and self-esteem and there is no significant difference in the degree of both the variables in academic self- concept and self-esteem.

**Keywords:** *Academic self-concept, self-esteem, College students*

**A**cademic self-concept and self-esteem is related to each other. Self-concept and self-esteem are usually associated with a wide range of performance indicators. positive self-esteem is a more global perception and influenced by all the daily domains of performance. An individual having a good academic self-concept may have a good self-esteem. The person may have a positive feeling on himself, value himself and will be more confident in his life situations. On the contrary, if the person has low self-concept on his academics may have less self-acceptance and less confidence and devalue himself. Academic self-concept refers to the way an individual regards their own academic achievement. Things such as their success, grade averages, motivation, creativity, or how they navigated difficult subject areas. Academic self-concept refers to the way an individual regards their own academic achievement. Things such as their success, grade averages, motivation, creativity, or how they navigated difficult subject areas. In our modern world, academic achievement can sometimes be all-consuming and over-emphasized. Many highly successful people never went to college and many colleges graduates work in mundane occupations. It's important to foster a positive academic self-concept in students as it is considered highly

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important to the development of cognitive functioning and the ability to learn. Academic self-concept has its own structure and theories to consider. Academic self- concept has long been theorized to be multidimensional and hierarchical. As students develop self-concepts concerning their abilities, they distinguish between the capacities to perform in school (student self-concept) and their capabilities to develop new learning and understanding (learner self-concept). Thus, this theoretical framework conceptualizes self-concept through the lens of goal orientations, which relates to motivational theory. Using the theoretical framework of goal orientation, learner self-concept is analogous to learning goal orientation, in which students are focused on development and mastery. Student self-concept, in contrast, is analogous to performance goal orientation, in which students focus on outcomes, in this case, grades in school. Theoretically, both of these factors contribute to general academic self- concept, which, in turn, affects general self-concept. When academically talented students are grouped together for instruction, generally, the intent is to raise the level of academic challenge, as compared to regular classes. As students move into more academically rigorous programs, their academic performance may suffer or the amount of effort required to maintain high levels of achievement may increase, potentially contributing to a decline in the students' perceptions of their own academic abilities (academic selfconcept). Thus, the lower academic self-concept that results from placements into higher achieving schools or classes may result from social comparison or from the increased challenge and rigor of the class. Self-esteem sometimes referred to as self-worth or self-respect, can be an important part of success. Too little self-esteem can leave people feeling defeated or depressed. It can also lead people to make bad choices, fall into destructive relationships, or fail to live up to their full potential. A grandiose sense of self-esteem, as exhibited in narcissistic personality disorder, can certainly be off-putting to others and can even damage personal relationships. Self-esteem levels at the extreme high and low ends of the spectrum can be harmful term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions, and behaviours.

### **METHODOLOGY**

#### ***Aim***

The study intends to investigate the difference among male and female college students with respect to the two variables, namely Academic self-concept and self-esteem and thus entitled," "Academic self-concept and self- esteem: A comparative study among male and female college students".

#### ***Objectives***

- To find out the degree of academic self-concept in students.
- To find out the degree of self-esteem in students.
- To find out the relationship between academic self-concept and self-esteem among students.

#### ***Hypothesis***

Ho1-There will be no significant difference between academic self-concept among male and female students

Ho2-There will be no significant difference between self -esteem among male and female students.

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Ho3-There will be no significant relationship between academic self-concept and self-esteem.

### Variables

- **Independent variable:** Academic self-concept
- **Dependent Variable:** self-esteem

### Sample

The sample for the present study consists of 60 students belonging to the age range of 18- 23 years. The subject was drawn randomly from different educational institutions in Kerala. The subjects were drawn from college students.

### Instruments

Two measures were used in this study,

- **Academic self-concept (Liu and Wang (2005)):** Academic self-concept scale by Liu and Wang (2005) consists of two subscales;a) Academic confidence b) Academic effort, each contains 10 items. Each statement has five alternatives such as strongly disagree, neither agree nor disagree, agree and strongly agree.
- **self- esteem:** The Rosenberg Self-Esteem Scale is a 10-item self-report measure of global self- esteem. It consists of 10 statements related to overall feelings of self-worth or self-acceptance. The items are answered on a four-point scale ranging from strongly agree to strongly disagree.

### Procedure

For the purpose of the data collection the male and female college students were selected. It was ascertained to collect an equal number male and female college students that is 30 each .Data was collected through google forms from the people who belong to the sample group. The approximate time taken for the completion of the questionnaires was around 20 minutes. The responses obtained were scored based on the scoring criteria provided for each questionnaire in the manual.

## RESULTS AND DISCUSSION

### *Results of Analysis of Socio demographic details of the respondents*

This chapter deals with the results and discussion obtained after the detailed statistical analysis of data which was collected for the present investigation. The results are then interpreted. The aim of the study was to compare Academic self-concept and self-esteem among Male and female college students. The data was collected from 30 males and 30 females selected from Kerala. Among them, 30 were male college students and 30 were female college students. Purposive sampling method was used in this study as it makes the sampling more related to the purpose.

**Table 4. 1 Mean, SD, t value and level of significance obtained by the male and female students inAcademic self-concept.**

Variable	Group	Number	Mean	t Value	Sig
Academic Self Concept	Male	30	19.0333	4.15629	.859
	Female	30	18.1333	3.95434	.394

Table 4.1 indicates the mean, standard Deviation, t value and level of significance among male and female college students. From the table, it is seen that there is no significant

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difference ( $t=.859$ ) in between two genders. The mean score of males in Academic self -concept is 19.033 and 18.333 for female 18.333 and SD for male is 4.15629 and 3.95434 in female. The significant difference in male and female is .394. As there is no significant difference in academic self-concept in boys and girls the null hypothesis is accepted.

**Table 4. 2 Mean, SD, t value and level of significance obtained by the male and female students in Self-esteem.**

Variable	Group	Number	Mean	t Value	Sig
Self Esteem	Male	30	67.1333	4.55414	.766
	Female	30	66.1000	5.82119	.447

Table indicates the mean, standard Deviation, t value and level of significance among male and female college students. From the table, it is seen that there is no significant difference ( $t=.766$ ) in between two genders. The mean score of males in self -esteem is 67.1333 and 66.1000 for female and SD for male is 4.55414 and 5.82119 in female. The significant difference in male and female is .447. As there is no significant difference in self- esteem in boys and girls the null hypothesis is accepted.

**Table 4.3 correlation between the variable's academic self-concept and self-esteem.**

Variable		Asc	Se
Asc	Pearson Correlation	1.000	-.200
	significance (2-tailed)		.129
	N	<b>60</b>	<b>60</b>
Se	Pearson Correlation	-.200	1.000
	significance (2-tailed)	.129	
	N	<b>60</b>	<b>60</b>

The table 4.3 shows that there is a negative correlation between academic self-concept and self-esteem. So, there will be no significant relationship with each other. Academic self-concept and self- esteem not influencing each other.

## SUMMARY AND CONCLUSION

### *Implications of the study*

Students are the growing pillars. The world is going to be in their hands as they are the one who protects the Nation. In college students as they are entering into Adulthood, there are chances of having more insecurity and poor self-concept. This reflects in every aspect of their life. Especially when it comes to Academics, if they have poor concepts in their academics, they may feel ashamed to maintain friendship, interact with family members, attending classes etc. So, making students aware that their Academics and its grade are not a factor that judge their personality and developing of self- esteem. The results of the study show the same.

### *Limitations of the Study*

Major limitation of this study was the details were collected through google forms instead of face-to-face conversation. Lack of interest from the side of students were also present to fill the google form. Sample size was comparatively small and so cannot be generalized.

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### *Scope of the Study*

The variables included in the present study were limited. Hence, further studies may be conducted incorporating new variables. The study focused only on college students. So, the further studies can focus in school students also.

### **CONCLUSION**

Many studies have been done in the field of college students which have provided new insights into the learning of students. The present study was conducted to find out the academic self-concept, self -esteem of college students who is vulnerable to certain kind of mental and physical threats. Anxiety, depression among students is common in our Nation were there is no solutions yet. Many students who just step into their adulthood have difficulties to maintain their roles, interpersonal relations, and personality etc.

The sample of the present study consisted of 60 students from different districts of Kerala. The sample consisted of both genders and their age ranged from 18-23 years. Academic self-concept scale, self-esteem scale and personal data sheet were the measures used here. The collected data were analysed using appropriate statistical technique such as t-test and Pearson correlation coefficient.

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### **Conflict of Interest**

The author declared no conflict of interest.

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