EFFECT OF SELF-ESTEEM AND PERSONALITY TRAITS ON ACADEMIC ACHIEVEMENT OF UNIVERSITY STUDENTS

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ABSTRACT

The objective of this research was to study the effect of self-esteem and personality traits on academic achievement of university students. Self-esteem and personality traits are the most important aspects that affect the academic achievement of university students. For this reason, one hundred and fifty (150) university students (N=75 male, N=75 female)were selected randomly. Two questionnaires were used to collect the data. Rosenberg's self-esteem scale (1997) and John &Sirivastava's big five inventory (BFI) scale (1999) were administered for this purpose. The standard of academic achievement was their average academic marks during their academic year. Data were analyzed through inferential statistics including Pearson correlation and multiple regression. Results showed that self-esteem, personality traits (introversion and openness to experience), and academic achievement are correlated. The result of this research revealed that self-esteem and personality factors are affecting the academic achievement of university students. It is recommended that the students at the postgraduate level must be guided in terms of personality development and boosting their self-esteem for their improved performance in their academics.

KEYWORDS: *Self-esteem, personality traits, academic achievement*

INTRODUCTION

Maturity usually starts at 12 or 13 and till 18 or 19 years old. Social appreciation explains the status of youth in their society, especially in the form of a transmission distance between childhood and adulthood. Reynolds, Hopkins, and Stoll (1993) described youth as a period with personal development more than childhood and adultery, which gives physical, psychological, and social distinction to its special place within the development of psychological psychiatry. First, the variables of the study are to be introduced forming the conceptual background for the research.

Self-Esteem

Self-confidence can be sent to itself as a capable or self-portrait and the global dimension of self-esteem (Galanakis, Palaiologou, Patsi, Velegraki & Darviri, 2016). It is a fact that we deal with ourselves as well as with the feelings associated with our decisions (Wang, Huebner & Tian, 2021) and according to broad beliefs about ourselves. Self-esteem includes the separation of ophthalmologists such as academic ability, close friendship, romantic appeal ability, and physical appearance (Bazkiaei, Heng, Khan, Saufi& Kasim, 2020). The diagnosis in which the person creates and maintains his customs. It describes an attitude of approval. It shows an attitude of approval and indicates that individuals are self-sufficient, capable, successful, self-esteemed, and self-determinant (Munir, Jianfeng & Ramzan, 2019; Tus, 2020).

Types of self-esteem

Self-esteem is the image of a person. Self-esteem is widely believed to play a major role in relationships. For better or worse, self-esteem can be affected at work, at home, with friends, family, and even strangers. Concepts of self-esteem are traditionally divided into "high" and "low", with general self-esteem and self-acceptance of self-esteem, and self-determination characterized by self-destructive feelings (Arsandaux, Montagni, Macalli, Bouteloup, Tzourio & Galera, 2020). The following are different types of self-esteem.

High self-esteem

Usually, highly confident people have been asked to lead happiness and more psychological health (Baumeister, Campbell, Krueger, & Vohs, 2003). Generally, highly confident people have been asked to lead happiness and more psychological health.

Healthy self-esteem means you cannot end up trusting yourself or getting less feedback. You can get healthy self-esteem and still feel uncomfortable about something. But with more healthy people, most people can recognize that they are unhappy about it and work to deal with it less difficult. Usually, healthy self-esteem generally encourages others who appreciate their value. They have an easy time with the relationship and can succeed quickly. The reason for this is that they are not held by a negative self-image with a self-esteemed or superior person with the embedded image of a person (Lavy & Naama-Ghanayim, 2020).

Low self-esteem

Low self-esteem is a hopeful state that prevents people from realizing their full potential. People with low self-esteem seem imperfect, inevitable, and inexperienced. People with low self-esteem feel very vulnerable to themselves. Such feelings always make people confident. Casale(2020) argues that self-confidence is a hallmark of economically unsuccessful people, leading to low risk-taking. It usually starts when a person says something negative about themselves. Once someone begins to believe this negative feedback, others may lose confidence. Over time, people start having negative conversations. People with low self-awareness are generally detached from others, have a low self-image, and negative self-talk and proportions often lead people down a dangerous path of depression (Kircaburun, Alhabash, Tosuntaş & Griffiths, 2020).

Humanistic theory of Maslow

A common human desire to be accepted and appreciated by others is the gift of gratitude. People frequently seek recognition through jobs and interests. The person experiences a sense of contribution and worth through day-to-day activities performed. At this level of the hierarchy, imbalances can result from low self-esteem, and inferiority complexes may arise. People who have low self-esteem frequently require the respect of others. You might feel

compelled to work toward fame and honor. However, you won't be able to improve your self-esteem until you accept who you are (Maddi & Costa, 2017). Higher levels of self-esteem can be hindered by mental imbalances like depression. The majority of people require stable self-esteem. Maslow distinguished between a "low" and "high" version of needs. The need for respect from others is the "low" form of respect. This may include the need for attention, recognition, fame, and status. For instance, the individual might require strength, competence, control, self-assurance, freedom, and independence. Because it is based on experience-based internal competencies, this "high" version takes precedence over the "low" version (Acevedo,2018). If someone doesn't meet these needs, he/she may experience feelings of helplessness, weakness, and inferiority. This indicates that the subsequent levels of gratitude are not distinct. Instead, the levels are connected. Because it affects who we are and how much we are worth, self-esteem is important. When it comes to how we think, feel, and make decisions, self-esteem affects everything. In his hierarchy of human needs, Abraham Maslow refers to the "need for honor" as a need. There are different aspects of this including self-love, self-assurance, competence, and respect are all aspects of self-respect. "That which, above fame, glory, and flattery, demonstrates the respect we deserve of others," according to Maslow, is the most wholesome expression of self-esteem (Navy, 2020).

Personality Traits

The "big five" personality traits are often referred to by contemporary personality psychologists as the five fundamental aspects of personality. These five categories are usually described as follows:

1. Extraversion

Extraversion is characterized by Strengthening, and encouraging, social ability, communication, intensity, and an excessive amount of emotional expression. People who are higher in extroversion are out to get energy in social situations. People who are less (or introduced) to extroversion are more secure and have to spend energy in social settings (Normadhi, Shuib, Nasir, Bimba, Idris, & Balakrishnan, 2019).

2. Agreeableness

The dimension of this personality includes attributes, adultery, mercy, compassion, and other behavior. Those who agree are more cooperative, while in this exhibition they are more competitive and even paired (Normadhi et. al., 2019).

3. Conscientiousness

This dimension's standard features include high-level thinking, with good continuity control and behavior-related approaches. They regularly organize and mind accordingly (Normadhi et. al., 2019).

4. Neuroticism

Neuroticism is a feature that is visible, disappointed, and passionate about inefficiency. In this way, more people experience mood, worries, disappointment, hurry, and depression. In this exhibition, fewer people are more stable and passionate (Normadhi et. al., 2019).

5. Openness

These features such as imagination and insight, and there is a wide range of interests in this feature. Those who are more in this exhibition are more interesting and creative. In this nature, fewer people are often more traditional and can struggle with an overview of thinking(Normadhi et. al., 2019).

Theories of Personality

There are numerous theories regarding the development of personality. Many of these theories have been influenced by various psychology schools. The following are important perspectives on personality:

Biological theory: The biological approach suggests that personality is influenced by genes. Research on heritability suggests that personality traits and genetics are linked. connection of personality traits to biological processes is one of the most well-known biological theories(Mitchell & Kumari, 2016)

Psychological theory: According to behavioral theory, an individual's personality develops as a result of how they interact with their surroundings. Behavior theorists reject theories that take into account internal thoughts and feelings and instead focus on behavior that can be observed and measured. John B. Watson and B.F. Skinner is two behavioral theorists (Ohara, Mase, Kouda, Miyawaki, Momoi, Fujitani & Nakamura, 2019).

Humanistic Theory: Humanistic theory emphasizes the significance of individual experience and free will in a person's personality. The idea of self-actualization, or the innate need for personal development that drives behavior, was emphasized in humanist theory. Abraham Maslow and Carl Rogers are two humanist theorists.

Theory of traits: One of the most important areas of personality psychology is the trait theory approach. This theory says that personality is made up of more characteristics. People's behaviors are essentially shaped by traits, which are relatively stable characteristics (Jayawickreme, Zachry& Fleeson, 2019).

Academic Achievement

Educational success or (educational) is the result of performance education - as far as a student, teacher or institution has achieved their educational goals. Academic success or achievement is usually measured by examination or continuous evaluation.

OBJECTIVES

The objectives of this study were:

1. To find out the effect of self-esteem and personality on educational success among university students.
2. To study the relationship between students' self-esteem and personality characteristics among students.

Hypotheses

H_1: The higher the self-esteem and personality traits, the higher the rate of academic achievement among adolescents.

H_2: The higher the academic achievement, the higher the personality traits.

H_3: The higher the self-esteem the higher the personality traits.

METHOD

Sampling Technique and Sample

A stratified sampling technique was used for this research. The sample of the study was selected from three HEC-recognized universities of Islamabad including Air University, Quaid-e-Azam University, and the National University of Modern Languages (NUML). The present study examined the relationship of personality traits and self-esteem with academic achievement. The sample size was 150 which were equally divided into males (75= 25 male from each university), and females (75= 25 female from each university).

Research instrument

Rosenberg Self-Esteem Scale

Rosenberg's self-esteem scale was used to find out the self-esteem of the sample, with 10 items scale having responses on a 4-point Likert scale ranging from strongly agree to strongly disagree.

Big Five Factor Personality Traits

The big five personality inventory, developed by John and Srivastava (1999) was used to measure the personality. The questionnaire contains 44 items. This scale was designed on 5 Point Likert scale ranging from strongly agree to strongly disagree. The questionnaire covers the big five elements (dimensions) of the personality (Azucar, Marengo & Settanni, 2018).

Validity and reliability of instruments

First of all, questionnaires were distributed to three-panel experts who had PhD Education degrees, for content validation. Drawing on their comments about the questionnaire's design, panel experts found that the questionnaires were appropriate to measure the self-esteem and personality of Pakistani university students. These tools were pilot tested on a sample of 60 students. Reliability was calculated through Cronbach Alpha coefficient value. It was found 0.72 and 0.87 for BFI and RSE respectively.

Data collection

The researchers visited the sampled universities. They were briefed about the objectives of the study and explained that there is no correct or wrong answer to the questions and privacy of their answers. They were assured about the confidentiality and privacy of their data.

RESULTS

Inferential statistics were used to analyze quantitative data.

Table 1

Alpha reliabilities of Rosenberg's self-esteem and Personality traits

Scales	No. of items	Alpha Reliability
BFI	44	.72
RSE	10	.87

The results of Table 1 show that all instruments i.e., the Big Five Inventory and Rosenberg Self-esteem scale have high alpha coefficient reliability. The reliability for BFI is 0.72 and for RSE is 0.87. These values of alpha reliability indicate that all scales are reliable.

Table 2

Demographic description of the sample (n=150)

Demographic Variable	N	%
Gender		
Male	75	50%
Female	75	50%
Economic Status		
Lower (10,000-20,000)	32	21.33%
Middle (25,000-30,000)	110	73.33%
Upper (40,000-60,000)	8	5.34%
Age		
Early Adolescence (18)	50	33.33%
Middle Adolescence(19)	50	33.33%
Late Adolescence(20)	50	33.33%
Family System		
Nuclear	89	59.33%
Joint	61	40.67%

The total sample's gender and marital status distribution is shown in Table 2, with the sample's age range being 16 to 24. The gender distribution of the samples was the same as shown in the table. Male and females both participated equally (50 percent). The nuclear family system is represented by nearly 59.33% of the participants, while the joint family system is represented by 40.67%.

Table 3

Pearson correlation of Rosenberg self-esteem scale and Big Five inventory (n=150)

Scales	1	2
BFI	-	0.540**
RSE	0.540**	-

Table 3 illustrates the result of the correlation between Rosenberg's self-esteem scale and the Big Five inventory. The result significantly shows the positive correlation between BFI and RSE which supports the hypothesis that there is a relationship between self-esteem and personality traits among adolescence.

Table 4

Regression Analysis of Rosenberg self-esteem scale, Big five inventory and Academic Performance (n=150)

Variable	β	95% CI	R²	F	P
Constant	-3.155	(-3.607, -2.703)			
RSE	.61	(-0.006, 0.27)	0.878	526.46	0.03
BFI	.72	(-0.029, 0.033)			

Table 4 represents the analysis of regression to find prognostic rates involving self-esteem and personality traits on academic performance among adolescence. This table depicts that self-esteem *(β=0.61, 95% CI)* and personality traits *(β=0.72, 95% CI)* are momentous prognostics of academic performance. Our calculated values of R^2 represent high variance in academic achievement by both self-esteem and personality traits. The above-stated prediction is significant at F (526.46) and p< 0.05

DISCUSSIONS

The first variable of the study was self-esteem how self-esteem expresses the individual behavior of men and occupies their occupation and how personal characters or factors contribute to personal decisions. These factors are open for experience, intelligence, utility, unanimousness, and neuroticism. This research was initiated (Casale, 2020) for self-confidence, achievement goals, and educational achievements to define the relationship between self-esteem, successful goals, and educational achievements among educational school children. For this reason, 200 primary school students (100 men, 100 women) were randomly selected, and then using two questionnaires for data collection. This is a list of success qualifications of the self-esteem question and students.

The researcher's second variable personality or symptoms, also known as the five factors model (FFM), is a model consisting of common language interpreters (Azucar, Marengo & Settanni, 2018). It is not based on experiments). This is widely used by a psychologist who describes human personality and psychology through five psychologies. These five factors are described as experience, intelligence, utility, consensus, and neurotransmitters. Many researchers believe that they are the five basic personality signs. People who are less (or introduced) to extroversion are more secure, and on the other hand, people have to spend energy in social settings, which can increase high expansion and benefit in social, social status. The second way defines unanimous trust, fate, love, and other behavior. Those who exceed the consent are more cooperative, while at that time these people are more competitive and even paired. The person, who is highly skeptical with good continuity and purpose, guides them to believe (Hazrati-Viari et al., 2012; John, John & Rao, 2020).

The current research model speculates n = 150 university students, with 75 male students and 75 females. According to my research, the first objective of my research is the relationship between the students and their personalities. If the quality of self-esteem and personality is high, the higher education rate is higher than that of

university students. The result significantly shows positive touch between the BFI and the RSS, which supports its promotion, that there is a relationship between the university's self-esteem and personality(Robins et.al., 2001).

The current study was organized to compare the relationship between self-esteem, characteristics, and the impact of the personality of personality and their impact on youth. In this study, we also study the family's family varieties, gender differences, and ages, self-esteem of GPA, personality symptoms, and academic success. First, we looked at how personality traits and self-esteem are linked. We discovered a strong positive correlation between these dimensions, as was to be expected. Five major personality factors are linked to higher levels of self-esteem: openness and proximity to experience, agreeableness and hostility, conscientiousness and disorientation, neuroticism and emotional stability, and I comprehend. Additionally, these outcomes are in line with (Fatemeh Amirazodi and Maryam Amirazodi, 1999; Naseer, Mussarat & Malik 2022). Second, we looked into the connection between personality traits and academic performance. Positive correlations were found between academic performance and the Big Five personality traits, as was to be expected. Higher school grades correlate with higher personality traits. Additionally, these results were in line with those (Batista et.al.,2022; Batool,2020; Cid-Sillero, et.al., 2020).

CONCLUSION & RESEARCH DIRECTIONS

The purpose of the current research was to investigate the connection between personality traits, self-esteem, and their effect on academic performance. The findings point to a significant connection between academic performance, personality traits, and self-esteem. Male adolescents have higher self-esteem than female adolescents. In a nutshell, the objectives of this study were met in every way. Every research study is bound to have some limitations. Despite these limitations, this study contributed significantly to the literature regarding the effect of personality traits and self-esteem on the academic performance of university students.

The researchers were glad to be part of this project that could ever be conducted. But at the same time, researchers have not covered all aspects of this study. Therefore, it is recommended that other researcher may study the effect of self-esteem on the academic performance of students in a larger population and with different levels of students

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