

The Self-Esteem and Academic Performance in Purposive Communication Class at the Tertiary Level

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ABSTRACT

Self-esteem in academic performance refers to how one's self-perception impacts their achievements in school. It involves the connection between self-confidence, motivation, and overall success in academics. This study aims to investigate the potential relationship between self-esteem and academic performance among college students taking a Purposeful Communication class. Using a standardized self-esteem questionnaire adapted from Rischi (2017), a descriptive-correlational research design was employed with a sample size of 100 participants selected through registered quota sampling. The findings indicate that students' self-esteem was categorized as average, while their academic achievement in the purposeful communication class was outstanding. The correlation analysis revealed a weak correlation ($r=0.12$) between self-esteem and academic performance, rejecting the null hypothesis. These results emphasize the significance of considering self-esteem as a factor that may impact students' academic success, highlighting the need for interventions to foster positive self-esteem and promote both motivation and engagement in the learning process. Further research is recommended to explore additional factors influencing the relationship between self-esteem and academic performance.

Keywords: Academic Performance, Self-Esteem, Purposive Communication Class, College Students

INTRODUCTION

Self-esteem is a subjective concept that does not accurately reflect an individual's inherent qualities or external perceptions (Orth et al., 2018). It is a personal evaluation influenced by our thoughts and convictions, shaping our self-worth and self-perception. It encompasses the assessment of our own abilities and strengths (Bautista et al., 2017).

The prevalence of low self-esteem is evident among the students of SMA 3 Negeri Pekanbaru in Indonesia. Many students face challenges in expressing their ideas and lack self-confidence, leading to fear and hesitation when called upon to speak in front of the class due to concerns about pronunciation. Notably, the research by Rischi (2021) highlights a positive relationship between strong self-esteem and academic achievement, suggesting that students with higher self-esteem tend to perform well academically.

Moreover, the research conducted by Moneva and Tribunalo (2020) demonstrates a significant correlation between students' positive attitudes toward school activities and higher levels of self-esteem, which in turn contributes to improved task performance. Conversely, students with low self-esteem may experience challenges in effectively completing tasks. The

disposition of students is influenced by their confidence levels and their interactions with their environment.

In the same way, Hernandez (2017) conducted a study revealing that first-year students enrolled in Calapan City HEIs exhibit high levels of self-esteem, demonstrating successful adaptation to college life and excelling in their academic pursuits while maintaining emotional well-being. Extensive research conducted among college students consistently highlights a robust correlation between academic achievement and self-esteem.

Similarly, according to a study conducted by Bautista et al. (2017) on students at the Polytechnic University of the Philippines - Biñan Campus, there is a clear indication that enhancing students' academic achievement is necessary, as their perceptions of self-worth have a significant impact on their performance in the classroom.

Many researchers have conducted thorough inquiries into the connection between self-esteem and academic performance, resulting in varied outcomes. In their research involving university students in Pakistan, Akram and Suneel (2018) found a notable link between self-esteem and academic achievement. Additionally, Nematollahi et al. (2017) highlighted the influential role of self-esteem in shaping academic performance. Mardiansyah's (2018) research shed light on the significant impact of students' self-confidence on their accomplishments within the English education program at the University of Palembang. Furthermore, Allo & Arnovan (2019) observed that articulating descriptions of individuals positively contributed to students' confidence in their speaking abilities, implying a positive association between perceived communication skills and self-esteem. Nevertheless, researchers in this domain endeavor to achieve more definitive conclusions and enhanced outcomes for

future exploration.

The objective of this study is to investigate the correlation between self-esteem and academic performance, specifically within Purposive Communication classes in local colleges. The findings of this research hold significance for the researchers, students, and teachers alike, as they contribute to a deeper understanding and knowledge of the relationship between these two variables.

LITERATURE REVIEW

In their study, Akram and Suneel (2018) found a substantial and positive association between self-esteem and academic performance among students from Pakistan. These findings are consistent with prior research conducted by Nematollahi et al. (2017), which also emphasized the influential role of self-esteem on academic performance. Furthermore, Mardiansyah (2018) discovered a substantial impact of students' self-confidence on their success in the English education program at the University of Palembang. The empirical evidence presented by Doodman et al. (2017) and Mardiansyah (2018) substantiates the significant association between students' self-esteem and academic achievement. It is evident that students' level of self-esteem plays a crucial role when they encounter significant challenges that may potentially affect their academic performance (Gbollie & Keamu, 2017).

Furthermore, the findings of the study highlighted the significant impact of strong self-esteem on enhancing academic achievement among undergraduate psychology students at Addi Ababa University. The research emphasized the positive influence of self-esteem on academic performance, as posited by Damota et al. (2019). The researchers suggested that self-esteem could serve as a potential factor explaining exceptional academic accomplishments, as high grades contribute to individuals' sense of worthiness and competence. The results revealed that individuals with higher levels

of self-esteem exhibited superior performance in their academic endeavors.

On the same hand, Mirzaei-Alawiich et al. (2018) conducted research that established a significant correlation between self-esteem and GPA among students enrolled at Kermanshah University, underscoring its substantial influence on academic achievement. The results of Sharma and Sharma's (2021) study support the positive correlation between self-esteem and academic success, which is consistent with the findings from the University of Swat's investigation into the academic performance of undergraduate students and the influence of self-esteem on their academic achievements.

Ogot (2017) emphasizes the crucial role of self-esteem in students' academic achievements, highlighting the strong connection between academic success and self-esteem. Higher levels of self-esteem are associated with greater confidence and improved academic performance. Similarly, Roysmanto (2018) and Tridinanti (2018) found a positive relationship between self-esteem and academic success, specifically in the area of speaking skills, among students at the University of Palembang.

The research findings established a significant association between academic achievement and self-esteem, indicating that higher levels of self-esteem contribute to improved academic success, while conversely, academic success can have a positive impact on self-esteem. Furthermore, the study identified a noteworthy correlation between the susceptibility and competence aspects of self-esteem and academic achievement, underscoring the significance of implementing a diverse range of strategies by parents and educators to enhance students' self-esteem (Doodman et al., 2017).

MATERIALS & METHODS

Research Design

The study utilized a combination of qualitative and quantitative approaches, employing a descriptive-correlational research design. The researchers focused on describing the relationships between variables rather than establishing a causal relationship.

Participants

The study comprised 100 first-year students who were enrolled in purposive communication subjects and selected using predetermined quota sampling to ensure the representation of specific characteristics (e.g., regular students, who completed senior high school). The participants included students from various courses such as Education, Business Administration, and Information Technology at local colleges.

Research Instrument

In this research, the investigators utilized a Self-Esteem Questionnaire adapted and modified from Rischi (2017). The questionnaire comprised 30 items, each rated on a 5-point Likert Scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consisted of two parts: the first part gathered basic information from the participants, such as gender, type of secondary school (private or public), and academic awards in high school. The second part comprised statements designed to assess the self-esteem of the respondents.

Research Hypothesis

Ho¹: There is no significant relationship between Self-Esteem and Academic Performance in Purposive Communication classes among College Students.

RESULT

The findings were displayed in a tabular format, arranging the data based on the specific research questions outlined in the problem statement.

Sex	Frequency	Percentage
Male	37	37
Female	63	63
TOTAL	100	100
Type of School in HS		
Private	3	3
Public	97	97
TOTAL	100	100
Academic Awards in HS		
Honorary	22	22
None	78	78
TOTAL	100	100

Table 1 presents the distribution of participants, illustrating that the largest number of respondents corresponds to females, with a total count of 63 individuals. This distribution signifies a higher representation of female participants in comparison to males. Moreover, the data highlights that a significant proportion of

students, comprising 97 percent or 97 participants, had previously enrolled in public schools. Additionally, the data indicate that a substantial segment of the student population, specifically 22 out of 100 respondents, had received academic awards (e.g., with honors) upon completion of their secondary education.

Items	Category	Frequency	Percentage	Description
5	39-51	10	10	Very Low Self-Esteem
4	52-64	27	27	Low Self-Esteem
3	65-77	33	33	Average Self-Esteem
2	78-90	24	24	High Self-Esteem
1	91-100	6	6	Very High Self-Esteem
TOTAL		100	100	

Based on the data presented, it can be deduced that the students' self-esteem levels are situated within the moderate range. This inference is supported by the study

conducted by Rischi (2017), which revealed that the self-esteem of students in Pekanbaru, Indonesia, was assessed to be at an average level.

Grades	Frequency	Percentage	Description
3.01-5.00	0	0	Failed
2.26-3.00	14	14	Good
1.76-2.25	65	65	Satisfactory
1.00-1.75	21	21	Excellent
TOTAL	100	100	

Based on the available information, it is appropriate to assert that the students involved in this study have demonstrated a commendable level of academic

performance. The majority of the students have earned satisfactory grades of 1.76 to 2.25 which is equivalent to 88-83 based on the institutional transmutation.

Pearson r	Interpretation	Decision
0.1201	There is positive relationship between Self-Esteem and Academic Performance.	Reject Ho ¹

Table 4 presents the findings regarding the relationship between self-esteem and academic performance among the students. By employing Pearson's correlation coefficient, the researchers obtained a

computed correlational coefficient of 0.1201, resulting in the rejection of the null hypothesis. Consequently, it can be inferred that a relationship exists between self-esteem and the academic performance of the

students. The computed r value of 0.1201 indicates a low correlation, suggesting a weak association between the variables.

DISCUSSION

The table presented indicates that the study primarily consisted of female participants. Out of the total sample size, a small proportion of 3 out of 100 respondents attended private schools for their secondary education, while the majority graduated from public high schools. Additionally, a considerable number of participants did not receive any academic awards.

The result of the study is supported by Rosali et al. (2011, as cited in Subon et al., 2020), that students in public schools had a larger student population and higher levels of self-esteem compared to those in private schools. Furthermore, Veinon (2002) found a consistent trend of higher enrollment figures among female students compared to male students and highlighted that female students consistently outperformed their male counterparts in terms of academic achievement.

In a study by Mohamed and Yunus (2017), it was discovered that when facing academic challenges, female students displayed higher levels of optimism than their male peers. Additionally, female students showed a greater tendency to trust others and were more open to influence, particularly when receiving encouragement and motivation from teachers, parents, and other individuals. In contrast, male students appeared to be more influenced by their own values and were less inclined to adapt easily to changing circumstances.

Among the participants of the study, there were notable disparities in self-esteem based on gender. Specifically, male students exhibited a higher average score in self-esteem compared to female students (Damota et al., 2019). Based on the findings of Mirzaei-Alaviich et al. (2018), students who possess strong self-esteem demonstrate a higher propensity to effectively complete tasks and achieve academic success. This suggests that individuals who have a

positive perception of themselves and their abilities are more motivated, confident, and capable of achieving their academic goals. Strong self-esteem serves as a foundation for students to excel in their academic pursuits by providing them with the necessary drive and belief in their capabilities.

Additionally, the results indicate that the respondents' self-esteem falls within the average range. This suggests that, on average, the individuals in the study possess a moderate level of self-esteem. It implies that their self-perception and confidence in themselves are neither exceptionally high nor exceptionally low. This information provides insight into the general self-esteem level of the respondents, serving as a reference point for understanding their overall self-perception and potential impact on various aspects of their lives, such as academic performance, well-being, and personal development. Their elevated self-esteem contributes to increased resilience when confronted with various challenges and difficulties. In a similar vein, Subon et al., (2020) conducted research among Malaysian University Undergraduates and found that this particular student population exhibits a notable level of self-esteem.

Moreover, in their study, Damota et al. (2019) sought to investigate the levels of self-esteem among undergraduate students enrolled at Addis Ababa University in Ethiopia. Contrary to their initial hypothesis, the findings indicated that the students demonstrated an average level of self-esteem. This suggests that the participants' self-perception and confidence in themselves were neither significantly elevated nor notably diminished compared to the broader population. These results contribute to the existing knowledge regarding the self-esteem dynamics of undergraduate students at Addis Ababa University, providing valuable insights into their psychological well-being.

Based on the study conducted by Suh & Suh (2006), academic success is characterized by students' psychological dedication to

learning, comprehending, and mastering knowledge. Considering the available data, it can be deduced that the participants in this study demonstrated a moderate level of academic performance. This suggests that they achieved a satisfactory level of competence and proficiency in their academic endeavors, indicating a balanced level of achievement. The findings shed light on the overall academic performance of the students involved and contribute to the understanding of factors that influence their educational outcomes.

Academic performance refers to the quantifiable results that indicate the extent to which students have accomplished their educational goals, as indicated by their academic records. This encompasses the achievement of educational milestones, including the attainment of a bachelor's degree. Assessments such as exams and continuous evaluations are commonly used to measure academic performance. It is important to note that adolescents may display varying levels of self-esteem across different areas, such as social interactions, academic endeavors, athletic abilities, physical appearance, as well as overall behavior and attitudes (Rana & Dangwal, 2020). This indicates that self-esteem can manifest in different aspects of an individual's life and may impact their overall academic performance.

Based on the available findings, it can be deduced that students who attain favorable academic outcomes experience an enhancement in their self-perception and self-worth, leading to an overall improvement in their self-esteem. This observation aligns with the research conducted by Rosenberg et al. (1995), which suggests a potential association between self-esteem and academic success. The implication is that students who possess a positive self-image and confidence in their abilities are more likely to achieve higher academic scores and strive for greater academic achievements. This concept further suggests that students with high self-expectations are motivated to meet and

exceed those expectations. Numerous studies consistently demonstrate a positive correlation between academic performance and self-esteem, reinforcing the notion that academic success positively influences one's self-esteem.

The findings of the test examining the relationship between self-esteem and academic performance indicate a significant correlation between these two variables among college students in local colleges. This observation is further supported by the study conducted by Akram and Suneel (2018), which identified a noteworthy association between self-esteem and academic achievement among university students in Pakistan. Similarly, the research conducted by Nematollahi et al. (2017) revealed that self-esteem plays a role in influencing academic performance. Additionally, Mardiansyah (2018) observed that students' self-confidence had a significant impact on their success in the English education program at the University of Palembang.

In general, the results of this study align with previous research conducted in the same area. The findings revealed that undergraduate students at local colleges who had an average level of self-esteem showed improved academic performance. The researchers concluded that self-esteem has a positive impact on academic achievement. In other words, the study by Damota et al. (2019) supports the findings of this study, which propose that self-esteem can be considered a valid explanation for strong academic performance. This is because achieving good grades contributes to an individual's sense of deservingness and competence.

CONCLUSION AND RECOMMENDATIONS

The data presented indicated a higher representation of female respondents who had previously attended public schools and did not receive any awards. In terms of self-esteem, the majority of students exhibited an average level. Additionally, the students

demonstrated good academic performance in their purposive communication class.

Consequently, the study comprised predominantly female respondents, with a majority exhibiting average self-esteem and academic performance. The significance of self-esteem in influencing students' academic performance is apparent. Analysis of the data revealed a positive correlation ($r=0.12$), albeit weak, between self-esteem and academic performance. This suggests that an increase in self-esteem is associated with an improvement in academic performance.

The researchers recommend that educational institutions implement initiatives to enhance students' self-esteem. This can be achieved through counseling services and support groups that create a positive and motivating environment for students to develop their academic competence. Providing such programs and activities is crucial for promoting students' self-esteem and academic well-being.

Extrinsic motivation is important for students, and they are advised to actively engage in activities that foster self-esteem growth. Intrinsic motivation also plays a vital role in personal development and self-improvement. Parents and guardians are encouraged to observe their child's behaviors and provide consistent support at home, as it forms the foundation for their overall growth and well-being.

To gain a deeper understanding, future studies should include a more diverse range of participants and consider additional factors that influence the relationship between self-esteem and academic performance. Employing different research instruments can provide valuable insights. Exploring this relationship in private universities would also contribute to a broader understanding of the topic.

Declaration by Authors

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