

## A Study of the Relationship Between Self-Esteem and Academic Performance in Students

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### ABSTRACT

This article is dedicated to examining the relationship between self-esteem and academic indicators in students within the framework of contemporary research. Although academic achievements have increased in recent years, it is noteworthy that the level of students' self-esteem has not developed in the same positive way. The research aims to investigate the relationship between self-esteem and academic indicators among students studying in different departments of Baku State University. Rosenberg's (1965) methodology was used in the research, which is a widely applied tool for measuring self-esteem in psychology. The research sample included 300 students (137 males and 163 females) randomly selected from 22,279 undergraduate students of the university. The collected data were analyzed using SPSS software for statistical analysis. The results show that the level of significance is 0.065, which is higher than 0.05. This indicator reveals that there is a weak positive correlation between students' level of self-esteem and their academic achievement. As self-esteem increases, academic performance improves to a certain extent; however, this relationship is weak, suggesting that the impact of self-esteem on academic achievement should be examined in more depth. An interesting result is that increased self-esteem sometimes leads students to feel more confident, but the effect on academic indicators is minimal. This further emphasizes the role of social support systems related to students' motivation, stress management and the academic environment. In conclusion, there was a weak but positive correlation between self-esteem and academic indicators in male students, whereas there was no relationship between these indicators in female students. Therefore, other factors affecting academic achievement should also be taken into account.

**Keywords:** self-esteem, academic indicators, favorable educational environment, students

### Introduction

Recently, one of the most topical topics in psychology is the issue of self-esteem. In general, in the last decade, the discussion and raising of this issue among psychologists has become more prominent. The degree of subjective acceptance of the characteristics and qualities inherent in a person's self-concept forms the basis of self-esteem (Aliyeva et al., 2021).

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At the same time, social factors are also an important factor; the attitude of others towards a person and how they react to that person plays a big role in shaping self-esteem.

Psychologists have identified several levels of self-esteem, which range from low to high, each having distinct implications for behavior and emotional health. Researchers such as Robin et al. (2001), Baccus et al. (2004) and Frost and McKelvie (2005) have examined how self-esteem shapes people's behavior, motivation and emotional states. High self-esteem is associated with having a more positive worldview, better social relationships and higher life satisfaction. Research has identified three main levels of self-esteem. These are low self-esteem, adequate self-esteem and high self-esteem (Robin et al., 2001; Baccus et al., 2004; Frost & McKelvie, 2005).

Low self-esteem stems from an individual's lack of confidence in their own abilities and overvaluing the opinions of others (Ha, 2006). People with low self-esteem find it difficult to accept the positive things others say about them and ignore their strengths. The most important point is that the fear of failure pulls them further into themselves. This leads them to compare themselves with others and constantly see themselves as inferior. Low self-esteem causes the individual to have doubts about their own abilities and to see their place in society as unworthy. These people do not feel good enough, capable and worthy, which can hinder their personal and professional development. As a result, low self-esteem has negative effects on an individual's psychological health and social life (Jabbarov et al., 2023; Jabbarov, 2020). Furthermore, individuals with low self-esteem may find it difficult to take initiative or pursue new opportunities, often feeling unworthy of success or happiness.

Adequate self-esteem not only promotes emotional stability but also serves as a foundation for healthy social interactions and personal development. Adequate self-esteem is a person's objective assessment of himself/herself as he/she is and at the same time fully accepts his/her own abilities and shortcomings. This means that the individual accepts himself/herself as he/she is and recognizes and understands his/her strengths and weaknesses. By knowing their own values and conveying them to others, people with high self-esteem have the opportunity to better understand themselves and those around them. The ability of such people to empathize easily with others helps them to build positive social relationships. Adequate self-esteem also has a positive impact on the realization of one's potential. People who recognize their strengths try to make the most of them. At the same time, by acknowledging their weaknesses, they are open to working on these aspects (Jabbarov et al., 2023; Jabbarov, 2020).

As a result, adequate self-esteem is important for individuals' psychological health, social relationships, and personal development. As a result, people evaluate their own values realistically. High self-esteem is a state in which people evaluate their own abilities, values, and qualities excessively high and are indifferent to the opinions and feelings of others.

According to some researchers, especially Baumeister, Smart and Boden (1996), individuals with high self-esteem feel themselves superior to others and have difficulty in evaluating the environment objectively (Baumeister, 1996; Smart & Boden, 1996). Such people tend to notice and criticize the flaws of others while ignoring their own flaws. People with high self-esteem may find it difficult to understand the feelings of others because they are overly focused on themselves, which may lead to their poor ability to empathize. As a result, this can negatively affect and damage their social relationships. In addition, investigating the relationship between student self-esteem and academic achievement is one of the most important recent topics. The main purpose of this article is to investigate this very question.

## **Literature Review**

Recently, many researchers have introduced different concepts related to self-esteem (Bartoletti, 2008; Kernis, 2003; Crocker & Park, 2004; Rhodewalt & Tragakis, 2003). In the modern age, it is often brought up that there are more low self-esteem problems in society. However, there are a number of empirical evidences showing that the number of individuals with low self-esteem problems in society is not as high as it is portrayed.

Research shows that the level of self-esteem is generally higher than the norm according to the response schemes given in many psychometric tests that determine the self-esteem levels of individuals. This suggests that the self-esteem level of a large part of the society is higher than the standard indicators (Baumeister et al., 1989).

At the same time, as a result of the evolutionary process in society, the importance of people's self-esteem has increased. Therefore, modern parents and teachers pay more attention to children's self-esteem than past generations. This consensus suggests that the vast majority of the population has a positive self-evaluation instead of low self-esteem (Twenge & Campbell, 2010; Twenge & Campbell, 2001; Jabbarov et al., 2023).

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Self-respect (self-esteem) is crucial for a person's psychological well-being and social relationships. It depends on both internal and external factors, and these two groups of factors support each other, shaping how a person perceives themselves and their interactions with others. Internal Factors relate to the inner world of a person and include thinking style and emotional states.

1. Self-worth and Way of Thinking: What people think about themselves is the most important factor determining their attitude towards themselves and their self-esteem. Having a positive mindset and a self-worthy approach increases one's self-esteem. When a person appreciates their strengths and abilities, their self-confidence increases, which contributes to psychological well-being. However, critical thinking, feeling worthless and having negative thoughts about oneself can lower one's self-esteem.

2. Internal Stability and Emotional State: The ability to manage one's emotions properly helps to have more stability and high self-esteem. For example, showing emotional resilience in the face of stress and difficulties increases one's inner stability, which in turn strengthens self-esteem.

External factors affecting self-esteem stem from people's social environment and the conditions in which they live. These factors play an important role in an individual's self-evaluation and interact in a reciprocal way with internal factors. Some of the main external factors affecting self-esteem are as follows:

1. Influence of Family and Upbringing Environment

The family is the first environment that plays an important role in the development of an individual's self-esteem. The attitude of parents and close family members towards the child, how they praise or criticize him/her, shapes how the child values himself/herself. How family members evaluate, treat and encourage the individual affects the development of self-esteem. For example, a loving and supportive family environment can increase an individual's self-confidence, whereas humiliation, criticism or rejection can make an individual feel worthless.

2. Influence of Friends and Social Relationships

The social environment and friendships have a great influence on self-esteem. Support, love and acceptance from friends and close people make an individual feel good about themselves and feel valued. At the same time, social isolation or negative friendships (e.g. humiliation, criticism or bad relationships) can lead to lower self-esteem.

3. Impact of Society's Expectations and Social Standards

Expectations set by society and social norms are also important factors affecting self-esteem. People evaluate themselves as they try to meet the demands set by society, such as being beautiful, intelligent or successful. However, when these social pressures and society's "beautiful" and "ideal" images are not met, individuals feel worthless. The influence of social media and culture can also create concerns about self-evaluation.

4. Impact of Education and Work Environment

The educational and work environment also significantly affects self-esteem. Individuals who are accepted and appreciated at school and at work feel more valuable. Teachers who are supportive and empathetic can boost a child's self-confidence, while teachers who are competitive, prejudiced or negative can undermine a child's self-belief. Rewards, achievements and other social recognition are factors that increase self-esteem. Conversely, failure, criticism, career weakness or pressures at work can reduce an individual's self-confidence and self-esteem.

5. Impact of the Media

In the modern era, media, especially social media, greatly influences how individuals feel and value themselves. Standards of beauty, success and perfection are often promoted, and people who do not meet them may feel weak or worthless. It is also possible for the media to undermine individuals' self-esteem through humiliation and demeaning statements.

6. Influence of Gender

Characteristics such as gender, ethnicity, age and social status are also external factors affecting self-esteem. Such social influences are related to whether individuals belong to certain groups and society's attitude towards these groups. For example, lack of acceptance due to gender discrimination or racism can negatively affect self-esteem.

7. Influence of Culture and Religious Development

An individual's self-esteem is linked to the influence of the culture and religious belief system in which they live. Culture has specific principles that determine how an individual sees and evaluates himself or herself. For example, individual independence or collective values can influence how an individual feels about themselves.

External factors can exert both positive and negative influences on the development of an individual's self-esteem. These factors are based on the experiences individuals encounter in their lives, their social relationships and the way society treats them.( Jabbarov, 2023)

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So, as we have noted, self-esteem is formed by the interaction of internal and external factors. While external factors (family, society, social environment) are the main factors that form a person's self-esteem, internal factors (self-assessment, emotional state, past traumas) determine the actual depth and persistence of this feeling. The right family and social environment, strong inner beliefs and psychological support are factors that increase self-esteem.

The development of self-esteem can be a long and continuous process, but at the end of this process, it is possible to feel more worthy and to participate more strongly in life. People with high self-esteem form more positive relationships, cope better with stress and generally live a more satisfied and balanced life. The development of self-esteem is based on the interplay of both factors and strengthens one's psychological well-being and social relationships.

Self-esteem presents itself in distinctive ways at different stages of human development. During childhood, individuals evaluate their own values more highly, while a significant decrease in self-esteem is observed with adolescence (Robins et al., 2002). One of the main reasons for the high self-esteem of individuals in childhood is that at this age they often have an inaccurate view of their own values. As the cognitive functions develop with age, individuals begin to make their own evaluations with the influence of their social environment.

During adolescence, the level of self-esteem is more exposed to certain changes. During this period, adolescents are more under the influence of their social environment. Social comparisons, environmental influences and society's expectations lead to a decrease in self-esteem. Moreover, according to the researchers, another reason in adolescence is associated with physical changes and other problems that occur with maturation.

The developmental dynamics of self-esteem do not appear to be the same across different demographic groups. For example, although girls and boys have approximately similar levels of self-esteem during childhood, it has been observed that boys generally have higher self-esteem during adolescence (Kling et al., 1999; Major et al., 1999; Twenge & Campbell, 2001). This is related to the social expectations of gender and their different roles in the environment (Robins et al., 2002). Youth and middle age is generally a period in which self-esteem develops positively. In this period, individuals acquire positive experiences in the fields of career, family and personal improvement, and as a result, their feelings of self-esteem begin to increase.

In old age, most people are feeling that their level of self-esteem has reached its peak. This is because, after many years of experience, they begin to evaluate themselves at a higher level. In addition to life experiences, social status and increased self-confidence also are playing an important role here. Women may assess themselves lower than men due to social relationships and cultural influences. However, in old age, when men's self-esteem decreases significantly, women's sense of worth becomes equal to men's (Robins et al., 2002). This demonstrates that women begin to evaluate their sense of self-confidence in a more positive way over as time passes.

In the period of wisdom, self-esteem begins to decline. For those aged 65 and over, this stage is characterized by a period of "despair" towards "self-integrity" according to Erik Erikson's psychosocial theory, and is associated with increasing health problems, a decline in social support structures and growing concerns about the end of life (Brown, C., & Lowis, M. J. (2003)). People may experience greater feelings of stress and anxiety at the end of life. This can negatively impact their sense of self-esteem.

In conclusion, age-related changes in self-esteem are an important indicator of individuals' emotional and social development throughout the life cycle. This process is influenced by many factors such as gender differences, social environment and cultural influences. Difficulties experienced during adolescence may be replaced by an increase in self-esteem during youth and middle age, but a decrease may be seen in old age. This knowledge can help to create strategic approaches to increase individuals' self-esteem and develop a healthier sense of worth. Increased self-esteem will help individuals to have a more affirmative quality of life and social relationships.

An important point here is to determine the relationship between self-esteem and academic achievement. Nowadays, this is one of the important topics of modern educational research.

Different researchers have examined this relationship from different perspectives and obtained different results. For example, Bankston and Zhou (2002) and Lockett and Harrell (2003) brought different approaches to this field by arguing that self-esteem is related to academic achievement (Bankston & Zhou, 2002; Lockett & Harrell, 2003). Some researchers have investigated the relationship between self-esteem and cognitive processes (Borkowski & Maxwell, 1991). These distinctive approaches facilitate us to understand the effect of self-esteem on academic achievement in a broader context.

Nevertheless, some investigations have revealed a weak relationship between self-esteem and academic

performance among American students (Laar, 2000). Such results indicate that the relationship between self-esteem and academic achievement in different ethnic and cultural groups depends on other factors. Even though, research has shown that women have higher self-esteem than men, gender differences in academic achievement are not significant. This is closely related to the influence of social expectations, gender roles and the educational environment. Furthermore, the fact that gender differences are not significant in academic achievement indicates that gender roles and social norms may prevent women from feeling valued. In many cultures, women are supposed to be reluctant to emphasize their academic achievements and are expected to take on more appropriate roles. This may reduce women's self-confidence in the academic environment. As a result, it may not be correct to associate academic achievement only with self-esteem. Because different factors, gender differences and socio-economic conditions should also be taken into consideration here.

**Methodology**

**Self-Esteem Measurement**

To assess students' self-esteem levels, the Rosenberg Self-Esteem Scale (RSE), a widely recognized and validated instrument, was used. Developed by sociologist Morris Rosenberg in 1965, the RSE is a 10-item scale designed to measure global self-esteem. It includes both positively and negatively worded statements, and respondents indicate their level of agreement on a 4-point Likert scale. Although initially designed for use with adolescents, the RSE has since been adapted for use with adults and in various cultural contexts. The scale is known for its high reliability, with a Cronbach's alpha coefficient of 0.92, indicating excellent internal consistency.

**Statistical Analysis**

The data collected from the participants were analyzed using SPSS 27, a widely-used statistical software package. The primary method of analysis was the Spearman rank correlation coefficient (r), which was used to measure the strength and direction of the relationship between students' self-esteem scores and their academic performance, measured by GPA (Grade Point Average). Spearman's correlation was chosen because it is non-parametric and is suitable for ordinal data or when the relationship between variables is not linear.

**Participant Selection**

Participants were selected randomly from the university's various faculties to ensure a representative sample. In addition to self-esteem, academic performance (GPA) was recorded for each student to serve as a measure of academic achievement. The research was conducted with full institutional approval, and all participants were provided with detailed information regarding the study's objectives, procedures, and their right to confidentiality and withdrawal from the study at any time.

**Results**

The results of the study show that there is a weak, but positive, relationship between students' self-esteem levels and their GPA. The Spearman correlation coefficient (r) between self-esteem and GPA was found to be  $r = 0.107$ , which indicates a slight positive correlation. However, the p-value of 0.065 suggests that this correlation is not statistically significant at the conventional threshold of 0.05. This means that, although a higher self-esteem level appears to be somewhat associated with higher academic achievement, the relationship is weak and may not be robust enough to draw firm conclusions.

The results of the Spearman correlation test are shown in Table 1.

**Table 1. Indicators of the Relationship Between Self-Esteem and Academic Indicators in Students**

Variables	Correlation Coefficient	Significance(p-value)
Gender		
GPA	- 0.246	p<0.01
Self-Esteem Score		
GPA	0.107	0.065
Gender		
Age	-0.114	p<0.05
Self-Esteem Score		
Age	-0.07	p=0.904

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Self-Esteem Score		
GenderAge and Self-Esteem	-0.053	p=0.356

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The analysis also revealed a weak negative correlation between age and self-esteem ( $r = -0.114$ ,  $p < 0.05$ ). This suggests that as students age, their self-esteem slightly decreases, although this relationship is weak and may not be practically significant. This finding aligns with some studies suggesting that self-esteem can fluctuate over the life course due to various social, personal, and academic factors. However, further investigation is needed to understand the underlying causes of this trend.

According to the results of the study, the p-value was determined as 0.792. This value is significantly higher than the significance level of 5% (0.05), meaning that the relationship is not statistically significant. In other words, increasing self-esteem level does not have a positive effect on academic achievement. These results reveal that the effect of self-esteem on academic performance is minimal. The number of samples analyzed for both variables is 163.

Overall, the analysis confirms that there is no significant relationship between self-esteem level and academic achievement. An increase in self-esteem does not increase GPA (Grade Point Average), which emphasizes the importance of considering other factors that affect the formation of self-esteem and academic performance.

### Gender Differences

The study also examined gender differences in self-esteem and academic performance. According to the data, female students exhibited slightly higher levels of self-esteem compared to their male counterparts, which is consistent with previous research suggesting gender differences in self-perception and self-esteem. However, despite the differences in self-esteem levels, no significant relationship was found between gender and self-esteem ( $r = -0.053$ ,  $p = 0.356$ ), indicating that self-esteem does not vary meaningfully by gender in this sample.

Regarding academic achievement, the relationship between gender and GPA was found to be statistically significant, with a negative correlation of  $r = -0.246$  ( $p < 0.01$ ). This suggests that male students, on average, tend to have higher GPAs than female students, although the strength of this relationship is weak. While this finding is intriguing, it should be noted that gender is only one of many potential factors influencing academic performance, and further research is needed to explore the underlying causes of this disparity.

Table 2. Indicators of the Relationship Between Self-Esteem and Academic achievements in Students

Female	Correlation Coefficient	Significance (p-value)	N
Self-Esteem Score			
GPA	0.021	0.792	163

### Self-Esteem and Academic Achievement in Female Students

When examining the relationship between self-esteem and academic performance specifically within female students, the Spearman correlation coefficient was found to be  $r = 0.021$ , indicating a near-zero correlation. This suggests that, in this group, self-esteem levels did not have a meaningful impact on academic success, and other variables may be more influential in determining academic performance. It is important to note that other factors such as study habits, time management, motivation, and external support systems might play a more prominent role in influencing the academic achievements of female students.

Table 3: Indicators of the Relationship between Self-Esteem and Academic Achievement in Male Students

Male	Correlation Coefficient	Significance (p-value)	N
Self-Esteem Score	0.171	0.046	137
GPA			

Spearman correlation was conducted to examine the relationship between self-esteem level and GPA in male students. The results of the study show that the correlation coefficient between self-esteem level and academic

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achievement is  $r=0.171$ . This value indicates that there is a positive relationship between the level of self-esteem and GPA; in other words, as the level of self-esteem increases, an upward trend is observed in GPA. In terms of significance, the p-value was determined as 0.046. Since this value is below the 5% (0.05) significance level, the relationship is statistically significant. In other words, an increase in self-esteem has a positive effect on GPA. The number of samples analyzed is 137. This analysis shows that there is a positive relationship between self-esteem level and academic achievement. Increasing the level of self-esteem seems to tend to increase GPA. These results emphasize the importance of conducting additional studies to further investigate the impact of self-esteem on academic performance.

### **Discussion and Conclusion**

The results of this study showed that there is no significant relationship between self-esteem and academic achievement in students. Statistical analysis of the data revealed that the correlation coefficient was  $r=0.107$ , which means that there is a weak but positive correlation between the results. However, the significance level was  $p=0.065$ , which means that the relationship is not statistically significant as it is higher than 5% significance level. According to the studies of some researchers, there are significant relationships between self-esteem levels and some factors such as aggression and academic achievement. However, our results show that there is no significant relationship between these factors (Jabbarov et al., 2023).

According to the results of the study, when male and female students were evaluated together, no significant correlation was found between self-esteem and academic achievement. This shows that differences between genders are important in understanding how self-esteem is related to academic achievement. However, when these values were evaluated separately, it was observed that there was a significant correlation between self-esteem and academic achievement among male students. This indicates that when males have high self-esteem, their academic achievement is positively affected. On the other hand, the lack of a significant correlation between self-esteem and academic achievement among female students may indicate that there are other factors affecting academic achievement in this group. For example, factors such as social pressure, self-evaluation and motivation may also play a role here (Harry, 2023).

In general, students' high academic achievement is more related to other factors. Research has shown that low or high levels of self-esteem have little effect on academic achievement. The reason for this is more linked to the family environment and upbringing. In the early upbringing of children, many parents demand academic achievement from their children.

In this case, parents may see high academic achievement as more important than building self-esteem in their children. Therefore, parents need to approach their children as individuals and build self-esteem skills in them.

As we mentioned, the gender factor also plays an important role here. According to the results of our research, while there is a positive relationship between academic achievement and self-esteem in male students, there is no relationship between these indicators in female students. The positive correlation for males is closely related to the differences attributed to gender roles, social factors, and the approach of family and environment. The distinctions made between men and women in society are well known. As a result of all these factors, society and parents create self-esteem in men and this self-esteem has a positive effect on academic achievement. However, society and family environment do not create this environment for women. Women receive less positive feedback in the social environment, and the challenges and problems created by society may cause their self-esteem levels to change. Therefore, developing strategies for women to receive more positive support may increase their self-confidence and positively affect their academic achievement. This research provides a basis for understanding gender differences and developing targeted approaches to increase the self-esteem of both genders.

The educational environment also has a great influence. The results of this research clearly emphasize the importance of developing strategies for enhancing gender-related self-esteem in the educational environment. Increasing self-esteem is a critical factor not only for academic success, but also for the overall psychological health of young people. High self-esteem can help young people build more positive social relationships, cope better with stress and achieve their goals. Steps should be taken by teachers to prepare and implement programs to increase self-esteem. For example, strategies such as positive feedback, motivating activities and group work can help students feel valued. It is also important to develop specific programs to overcome gender role stereotypes and strengthen the self-esteem of both genders.

The Paradox Between Self-Esteem and Academic Achievement: The Role of Gender, Discipline, and Social

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## Influences

The relationship between self-esteem and academic achievement is a frequently discussed topic in educational psychology and gender studies. Specifically, the fact that female students generally have lower self-esteem than their male counterparts, yet perform better academically, highlights an important paradox within this relationship. Numerous studies have shown that there is not always a direct link between self-esteem and academic achievement. This suggests that it may be misleading to explain success solely through individual psychological characteristics, and that other factors also play a significant role in shaping academic performance.

### **Self-Esteem and Academic Achievement: Gender Differences**

Saadat et al. (2011) found a significant difference in the levels of self-esteem between university students. Their research revealed that female students had lower self-esteem than male students, and this difference is not solely related to individual characteristics but also external factors such as education level and academic discipline. Despite having generally lower self-esteem, female students often outperform male students academically, indicating that self-esteem is not the sole determining factor for academic success. This points to a much more complex interaction of factors that shape success.

In order to better understand the relationship between self-esteem and academic achievement, it is crucial to consider the influence of the academic discipline the students are engaged in. Saadat et al. (2011) observed that students in social science disciplines, such as Psychology and Education, generally had higher self-esteem levels. This finding suggests that the academic discipline plays an important role in shaping students' self-perception. In fields like social sciences, students engage in understanding human behavior and societal dynamics, which may lead them to reflect more deeply on their own identities and, as a result, may boost their self-esteem.

### **Gender Differences in Academic Achievement and the Role of Discipline**

In another study by Hussain et al. (2011), the academic achievements of male and female students in Science and Arts disciplines were compared. The results showed that female students outperformed their male counterparts in both disciplines. This finding challenges the traditional view that academic success is strictly related to gender. The relationship between self-esteem and academic achievement, as suggested by this research, is the result of a much more complex interaction, where the academic environment and discipline also have an influence on success.

The differences in self-esteem between students in different disciplines, particularly in the fields of Science and Arts, suggest that academic performance is not only determined by internal characteristics, but also by the specific demands and nature of the disciplines in which students are trained. In our study, we tested the hypothesis that there would be no significant difference in self-esteem based on discipline (Arts vs. Science), but we observed a noticeable difference in self-esteem levels between Arts and Science students. This difference may be attributed to the fact that some academic fields have a more positive impact on students' self-worth and, consequently, influence their academic success. Specifically, Arts students tend to have higher self-esteem compared to Science students, which may be due to the fact that the Arts provide students with a platform for self-expression and the development of personal identity, fostering a sense of value.

### **Gender Roles and Academic Achievement: An Inclusive Perspective**

To fully understand the relationship between self-esteem and academic achievement, it is essential to consider the influence of gender roles and cultural expectations. Decore (1984), in his study examining the relationship between self-esteem and academic achievement in Mathematics and Science, questioned the widespread belief that male students outperform females in these fields. Decore's findings revealed that male students do not consistently perform better than female students in Mathematics and Science, challenging the assumption that gender determines academic success in these subjects. This suggests that while gender may not directly influence achievement in these fields, societal and educational systems' cultural expectations of these disciplines may have an impact on students' performance.

At this point, it is clear that societal gender norms shape the expectations regarding which gender will perform better in certain fields. For instance, societal expectations that males will excel in "masculine" subjects like Mathematics and Science may encourage male students to perform better, while females may be less encouraged in these disciplines. However, this does not imply that females cannot succeed in these areas; on the contrary, numerous studies show that females can achieve high success in these fields as well. This underscores the idea that linking academic success solely to self-esteem is misleading, as success is influenced by multiple factors,



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including gender roles and cultural expectations.

### **Conclusion and Evaluation: A Multifaceted Relationship**

The relationship between self-esteem and academic achievement is not a simple one that can be explained by individual factors alone. Gender, cultural influences, academic disciplines, and societal gender norms all play a role in shaping this relationship. The fact that female students tend to have lower self-esteem yet perform better academically provides valuable insights into how societal gender roles, cultural expectations, and the academic environment shape students' success.

To improve academic achievement, it is important to consider not only strategies aimed at boosting self-esteem but also the specific characteristics of the disciplines students engage in and the gender-related expectations that influence them. Given the complexity of the factors determining academic success, it is essential that educational policies adopt a more inclusive approach that takes into account both individual characteristics and the broader academic and societal context. This could be an effective way to promote equal opportunities in education and enhance student success.

This text provides a more comprehensive and in-depth analysis of the relationship between self-esteem and academic achievement. Additionally, by discussing the role of gender, academic disciplines, and cultural factors, it offers a more nuanced perspective, allowing for a broader understanding of the topic. These developments make the text more academic and comprehensive. However, in our own study, we have obtained a different result.

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