iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 11 **Issue:** V **Month of publication:** May 2023

DOI: https://doi.org/10.22214/ijraset.2023.51867

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International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 11 Issue V May 2023- Available at www.ijraset.com

Self Esteem and Achievement Anxiety among College Students

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Abstract: ***Present study attempted to assess and examine the relationship between Self-esteem and Achievement Anxiety among college students. Correlational research design was used. Snowball sampling Technique was used to collect the data. A sample of 103 participants consisting of both undergraduate and postgraduate were collected using Google forms from different colleges of Bangalore. The age of the participant was between 18 to 25 years. Tools used for the study were Self-esteem scale (Rosenberg.1965) and Achievement Anxiety test (Alpert and Haber ,1960). Spearman rank correlation and regression analysis were done using SPSS The results indicated that there is no Significant relationship between self-esteem and achievement anxiety among college students. There is no significant influence of self-esteem on Achievement anxiety among college students. Null hypothesis is accepted.***
Keywords: Self Esteem, Achievement Anxiety.

I. INTRODUCTION

A. Self Esteem

The concept of self-esteem encompasses an individual's subjective perception of their own value or worth as a human being, including their opinions on their abilities, traits, and overall merit. Positive self-esteem manifests in a confident self-image and belief in one's potential to reach personal goals. Conversely, negative self-esteem is characterized by self-doubt, critical self-talk, and a sense of inadequacy. Various factors such as upbringing, life experiences, and social and cultural surroundings may influence one's self-esteem.

Self-esteem is a person's internal evaluation of their own value as a human being, encompassing their perception of their abilities, qualities, and overall worth. An individual with high self-esteem exhibits a positive self-image, confidence, and the belief that they can accomplish their personal goals and reach their full potential. Conversely, low self-esteem is characterized by negative self-talk, self-doubt, and a feeling of inadequacy. Various aspects, such as upbringing, life experiences, and social and cultural contexts, can influence one's self-esteem.

B. Abraham Maslow's Theory

known as Maslow's Hierarchy of Needs, emphasizes the importance of fulfilling the basic human need of self-esteem for individuals to achieve self-actualization. According to Maslow, self-esteem is categorized into two types: "lower" self-esteem, which is influenced by external factors like social status and achievement, and "higher" self-esteem, which is based on internal factors like self-respect and self-confidence.

C. Social Identity Theory

Proposes that an individual's self-esteem is derived from the groups to which they belong. This theory suggests that being a part of a highly valued group in society can increase an individual's self-esteem.

D. Self-determination Theory

Suggests that individuals need to feel competent, related, and autonomous to maintain high self-esteem. This theory proposes that individuals who possess positive relationships, feel confident in their abilities, and have a sense of control over their lives are more likely to have high self-esteem.

E. Applications of Self Esteem

Personal growth and development can be enhanced through high self-esteem, which leads to a positive self-image, confidence, and the drive to achieve one's objectives and dreams. Moreover, self-esteem is crucial for overcoming difficulties and setbacks.

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Healthy interpersonal relationships are built and maintained on a foundation of high self-esteem. People with strong self-esteem tend to enjoy more positive and enriching relationships with others.

Low self-esteem is a contributing factor to several mental health problems, including depression, anxiety, and feelings of inadequacy. Improving self-esteem can be an effective method of preventing and treating these mental health issues.

Academic and professional success are linked to high self-esteem. People with high self-esteem tend to set ambitious goals, take calculated risks, and persevere through challenges, leading to better academic and career performance.

One's self-esteem can affect their physical health as well. People who have a positive self-image are more likely to adopt healthy habits, including maintaining a balanced diet and engaging in regular exercise. It is important to note that omitting any information while paraphrasing can alter the meaning of the original text.

F. Achievement Anxiety

The term "achievement anxiety" refers to the apprehension, strain, or unease that one feels about their ability to achieve their objectives or fulfil their expectations. This is a common sentiment experienced by individuals who are highly motivated and determined to succeed.

The symptoms of achievement anxiety may include delaying tasks, doubting oneself, striving for perfection, or feeling overwhelmed by the pressure to perform.

It can also result in physical ailments like exhaustion, insomnia, or headaches. Addressing achievement anxiety is crucial as it can have adverse effects on one's mental health and overall well-being. Some effective measures to deal with it include setting attainable goals, breaking down complex tasks into smaller, more manageable ones, showing oneself compassion, and seeking help from friends, family, or a mental health professional if necessary

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II. REVIEW OF LITERATURE

Academic performance in Kuwaiti students and its relationships with anxiety, self-worth, optimism, and pessimism. authored by El-Anzi and Freih Owayed. The purpose of the study was to look into the relationships between self-esteem, anxiety, optimism, and pessimism and academic accomplishment. The sample consisted of 400 college students, both male and female. The results show a favourable relationship between academic accomplishment, optimism, and self-esteem. On the other side, there is a negative correlation between academic success and both anxiety and pessimism. (El-Anzi, 2005)

Students in Nigeria's Cross River State's secondary schools were studied for test anxiety, self-esteem, and academic success. by B.A. Bassey and Effiom Bassey Ekeng. The study's objective was to investigate the connection between secondary school students' self-esteem, test anxiety, and academic success. The sample size was 1,040 secondary students. The results obtained showed that test anxiety and self-esteem significantly influenced academic performance among secondary school students. (Effion Baseey Ekeng, 2018)

A research investigation on the academic success, self-worth, and test anxiety of adolescents. M. Mahmood Alam is the author. The study's objective was to examine the impact of test anxiety and self-esteem on academic achievement.. The sample size was 321 students. Overall, the study found that (i) low test anxiety students (boys, girls, rural and urban) performed better academically than high test anxiety students (boys, girls, rural and urban); (ii) academic performance of the students (boys, girls, rural and urban) and self-esteem are positively correlated; (iii) test anxiety and self-esteem are negatively correlated; and (iv) boys have the least test anxiety. (Alam, 2013)

Achievement anxiety and procrastination among college students. Irene Marian Jacob, Kezia Jose, Leya Saju, Ann Reji, and Ms. Prinsha Rajan contributed the article authoring. The study's objective was to determine whether college students displayed accomplishment anxiety and procrastination. The sample size was 104 undergraduate students. The results obtained shows there is no significant relationship between the two variables that is Achievement anxiety and Procrastination among college students. (Leya Saju et al., 2022)

A cross-sectional investigation into the self-esteem and exam anxiety of senior high school pupils. Gunal Bilek, Ekrem Celik, and Seda Aybuke Sari are the authors. The goal of the study was to gauge the students' self-worth and gauge their anxiety levels as they prepared for final exams. The sample size was 724 high school students. The study's most significant findings are that self-esteem levels and test anxiety levels are negatively correlated and that gender has an impact on test anxiety. It was found that students with higher levels of self-esteem exhibited less test anxiety than students who had lower levels of self-esteem. (Sarı et al., 2017a)

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III. METHODOLOGY

A. *Aim*

To assess the relationship between Self Esteem and Achievement Anxiety among College students.

B. *Objectives*

1) To assess the Self-esteem and Achievement anxiety among college students
2) To examine the relationship between self-esteem and achievement anxiety of college students.
3) To understand the influence of self-esteem on achievement anxiety of college students.

C. *Hypothesis*

H01- There is no significant relationship between self-esteem and achievement anxiety.
H02- There is no influence of Self-esteem on Achievement Anxiety.

D. *Variables*

1) Self-esteem.
2) Achievement anxiety.

E. *Sampling*

Sample size: 103 College students.
Age range: 18-25.
Sampling technique: Snowball technique.

F. *Research Design*

Correlational research design.
Place – Bangalore.

G. *Inclusion and Exclusion Criteria*

1) Inclusion Criteria

- College students between the age group of 18 -25 were included.
- College students were both post graduate and under graduate students were included.

2) Exclusion Criteria

- Students across different states were not included.
- Students below the age of 18 and above 25 were excluded.

H. *Socio – Demographic Details*

Age, Gender, Education.

IV. TOOLS FOR ASSESSMENT

A. *Rosenberg's Self Esteem Scale*

Rosenberg's Self Esteem Scale was constructed Rosenberg, M (1965), is a 10-item scale that measures self-worth by measuring both the positive and negative feelings about the self. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

B. *Achievement Anxiety Scale*

Achievement anxiety scale was constructed by Alpert and Haber (1960), is a 19-scale item that measures anxiety hinderance to performance and anxiety which acts has motivator. This assessment consists of two separate scales – the facilitating and debilitating scale.

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V. PROCEDURE

The Procedure of data collection was done in one phase. The sampling technique used is Snow ball sampling technique. The Questionnaire was sent through google form to the college students of Bangalore. The students were provided with the consent before the assessment. The were asked to report honestly and fill the questionnaire and submit the google form. 103 data were collected and the scoring was done according to the respective manual. The data is analysed using Excel and SPSS.

A. Analysis Of Data

1) Normality
2) Spearman rank correlation
3) Regression

B. Ethical Considerations

1) Anonymity of the participant was maintained.
2) Informed consent of the participant was taken.
3) Confidentiality maintained.
4) No monetary benefits provided to the participants.

VI. DISCUSSION AND ANALYSIS

A. Aim

To assess the relationship between Self Esteem and Achievement Anxiety among College students.

B. Objective

1) To assess the Self-esteem and Achievement anxiety among college students.
2) To examine the relationship between self-esteem and achievement anxiety of college students.
3) To understand the influence of self-esteem on achievement anxiety of college students.

Table 1
Socio demographic details of the data

Demographic details	n	%
Gender		
Male	29	28%
Female	74	72%
Education		
Undergraduate	58	57%
Postgraduate	45	44%
Age		
18-21	51	50%
22-25	52	51%

Note - n =103

Table 1 shows the socio demographic details of the data. Present sample consists of 29 male (28%) and 74 female (72%) . The participants fall between the age group of 18 -25, that is 18-21 (50%) and 22-25 (51%). Sample also consists of Undergraduates students 58 (57%) Postgraduates students 45 (44%).

Normality test was done in SPSS and the data is not equally distributed.

H01- There is no significant relationship between self-esteem and achievement anxiety

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Table 2
The spearman's correlation values for the variables self-esteem and Achievement Anxiety.

Variables	M	SD	1	2
1.Self Esteem	27.58	4.85	-	-
2.Achievement Anxiety	54.72	4.40	-.018	-

Table 2 shows the Mean, SD and Correlation coefficient between Self-esteem and Achievement anxiety. Present sample obtained a mean of 27.58 indicating above average self-esteem with a corresponding SD of 4.85 Also the sample obtained a mean of 54.72 with a SD of 4.4 for achievement anxiety. A negative correlation was obtained between self-esteem and Achievement anxiety. However, the correlation value is not statistically significant. (r = .018, p=.858). hence the hypothesis was accepted. According to the study "Academic Achievement and its Relationship with anxiety, self-esteem, optimism, and pessimism in Kuwaiti students. By (El-Anzi, 2005) the aim of the study was the aim of the study was to examine the relationship between academic achievement and the following variables: which is anxiety, self-esteem, optimism, and pessimism. The results obtained was there is a negative correlation between academic achievement and both anxiety and pessimism. Another study which was "Achievement Anxiety and Procrastination in college students." (Leya Saju et al., 2022) the aim of the study was to the aim of the study was to examine the presence of achievement anxiety and procrastination college students. The results indicated shows there is no significant relationship between the two variables that is Achievement anxiety and Procrastination among college students.

Table 3
H02- There is no influence of Self-esteem on Achievement Anxiety.
Showing Regression of Self Esteem on Achievement Anxiety

variables	R	R^2	Adjusted R^2	B	β	SE	t	Sig.
Self Esteem	.040	.002	-.008	-.036	-.040	4.411	-.406	.686

Table 3 shows the shows the R value .040, R^2 value ·002, B value -.036. the significance value is .686 ($p>0.05$) which is not significant. t value -.406 which is less than 1.96 it indicates that there is no influence of self-esteem on Achievement Anxiety. Hence The null hypothesis is accepted. According to the study "Test anxiety, self-esteem, and academic performance among secondary School students in cross river state, Nigeria". The aim of the study was examining the relationship between self-esteem, test anxiety and academic performance among secondary school students. The results obtained showed that test anxiety and self-esteem significantly influenced academic performance among secondary school students. (Effion Baseey Ekeng, 2018)

VII. CONCLUSION

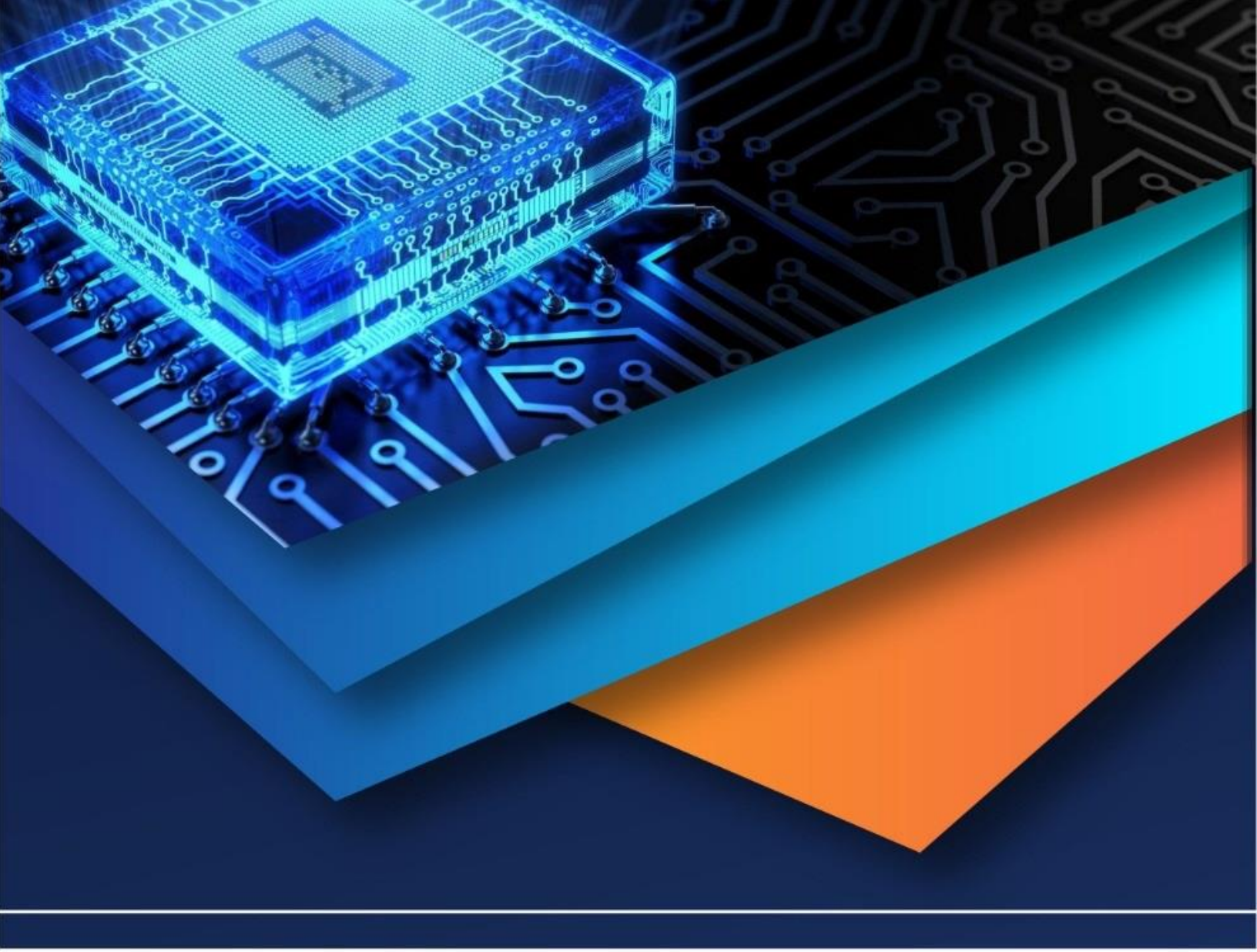
1) There is no significant relationship between self-esteem and achievement anxiety among college students.
2) There is no significant influence of self-esteem on Achievement Anxiety.

VIII. LIMITATIONS

1) The study could have made more informative by including more variables than sticking on to two variables.
2) The study could have done using various geographical areas, including urban and rural with large sample

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