2006

Relationship between self-esteem and academic achievement among college undergraduates

Jennifer Lynn Geletko
West Virginia University

Follow this and additional works at: <https://researchrepository.wvu.edu/etd>

Recommended Citation

Geletko, Jennifer Lynn, "Relationship between self-esteem and academic achievement among college undergraduates" (2006). *Graduate Theses, Dissertations, and Problem Reports*. 2743.
<https://researchrepository.wvu.edu/etd/2743>

This Dissertation is protected by copyright and/or related rights. It has been brought to you by the The Research Repository @ WVU with permission from the rights-holder(s). You are free to use this Dissertation in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you must obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This Dissertation has been accepted for inclusion in WVU Graduate Theses, Dissertations, and Problem Reports collection by an authorized administrator of The Research Repository @ WVU. For more information, please contact researchrepository@mail.wvu.edu.

**RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC
ACHIEVEMENT AMONG COLLEGE UNDERGRADUATES**

Jennifer Lynn Geletko

DISSERTATION

Submitted to
The College of Human Resources and Education
at West Virginia University

in partial fulfillment of the requirements
for the degree of

Doctor of Education
in
Educational Psychology

Department of Advanced Educational Studies
Morgantown, West Virginia
2006

Larry Stead, Chair
Ernest Goeres
D.J. Hendricks
Perry Phillips
Richard Walls

Keywords: Self-Esteem, Academic Achievement, Race, Gender

Abstract

Relationship Between Self-Esteem and Academic Achievement Among College Undergraduates

Jennifer Lynn Geletko

The author investigated the relationship between undergraduates' self-esteem, current cumulative grade point average, race, and gender. A sample of 160 undergraduate students from West Virginia University completed the Rosenberg Self-Esteem Scale. In addition, the participants completed a demographic page, which included questions about their race, gender, and grade point average. The author assessed the relationship by performing a three way analysis of variance between the variables. In addition, Chi Square tests and correlations were run to test any further relationships. The results showed no correlation between self-esteem and grade point average. There were no significant main effects for gender or grade point average with self-esteem as the dependent variable. However, the main effect for race was significant. The Chi Square tests also yielded a significant relationship between race and self-esteem. Therefore, race played a significant role in how the participants in the current study answered the self-esteem questions. Researchers may want to further explore the relationship between these two variables to better understand the interaction.

Acknowledgments

I would like to thank everyone who diligently supported me during my time as a doctoral student and during the entire research process. I would like to thank all of the student participants who made this study possible and Todd McFadden who was generously willing to help recruit participants throughout the study.

I would also like to thank my committee members whom I was very fortunate to work with: to Larry Stead for his continuous confidence; to Dick Walls for his excellent statistical and methodological advice; to Ernest Goeres for providing a great reliability and positive attitude; to DJ Hendricks for her wonderful help with the statistical analyses; and to Perry Phillips for his steady feedback.

I also extend my gratitude to Ann Crabtree who assisted with numerous things throughout my entire time as a doctoral student. Finally, I would like to extend sincere gratitude and appreciation to my parents and my husband Dustin, who continuously offered their patience, tolerance, and support to help me fulfill my goals.

Table of Contents

Abstract	ii
Acknowledgments.....	iii
Table of ContentsList of Tables and Figures	iv
List of Tables and Figures.....	v
 Chapter One: Introduction	 1
Research Questions	2
Context of the Study	2
Literature Review.....	5
Self-Esteem and Academic Achievement from Childhood to Undergraduate	5
Differences in Self-Esteem, Academic Achievement, and Race	8
Differences in Self-Esteem, Academic Achievement, and Gender	16
The Study	17
Hypotheses	18
 Chapter Two: Method	 19
Participants.....	19
Design	19
Procedure	22
Instrument	22
Data Collection	23
 Chapter Three: Results.....	 24
Analysis of Variance	24
Chi-Square Tests	27
Correlations.....	29
 Chapter Four: Discussion and Conclusions	 32
General Study Limitations	36
Future Research	36
 References	 38
 Appendices	
A. Rosenberg Self-Esteem Scale	43
B. Demographic Questionnaire.....	44
 Curriculum Vitae.....	 45

List of Tables and Figures

Table 1: Three Way Analysis of Variance Between the Variables <i>Gender x Race x GPA</i> (N=160)	25
Table 2: Means and Standard Error of the Variables <i>Gender, Race, and Grade Point Average</i>	26
Table 3: Chi-Square Tests Between Variables	28
Table 4: Correlations Between Variables	30

Chapter One

Introduction

One of the latest topics of research is the circular relationship between the self-esteem and academic achievement of students. Some researchers suggest there is a significant relationship between the two variables (Bledsoe, 1964; Purkey, 1970). Given this relationship, they believe teachers may have a huge impact on students in two different ways (1) they can increase their self-esteem simply by helping them improve their academic achievement; (2) they can improve their academic achievement by helping improve their self-esteem while in the educational setting.

One problem area in this research is the inconclusive evidence there is a significant relationship between the two. Researchers struggle finding conclusive evidence there is a significant correlation between the two. The second problem is, even though there may be a significant correlation between the two variables, it is still impossible to find a 'causal' relationship between them. Therefore, it may be impossible for teachers to increase student academic achievement simply by improving student self-esteem. Likewise, it may be impossible to improve student self-esteem by helping to improve student academic achievement. The third problem is the inconclusive evidence there are differences between those variables and gender and race. If there are differences, it is inconclusive at the college undergraduate level.

Extensive research has been conducted over the past few decades to emphasize the importance of self-esteem and its relationship to academic achievement (Bledsoe, 1964; Purkey, 1970). Many researchers have utilized different instruments, aspects of achievement, and goals, but the findings are still quite inconclusive (Wiggins et al., 1994; Maruyama et al., 1981). Although a great deal of research directly relates self-esteem and

academic achievement to at least a moderate degree, there are still findings suggesting no correlation exists between the two variables (Demo & Parker, 2001). In addition, other researchers are trying to explore the topics while adding other variables such as gender and race to find any links between those variables as well (Osborne, 2001; Akos & Galassi, 2004). The topic seems to be very important to students, teachers, and parents of children who may want to find a definite link between the different variables.

Research Questions

The first purpose of this paper was to discuss the basic findings on self-esteem and academic achievement of people from childhood to undergraduate. The second purpose was to discuss the relevant findings of self-esteem and academic achievement while searching for gender differences. The third, and final, purpose of the paper was to include race while exploring the relationship between self-esteem and academic achievement. Specifically, the researcher included the differences between African-American students and White students.

Context of the Study

According to Coopersmith (1986), self-esteem is “the evaluation a person makes and maintains with regard to him or herself” (p.5). While researching self-esteem, it seemed relevant to look at the impact it may have on academic achievement or the impact one’s academic achievement may have on one’s self-esteem. As Kinney and Miller (1988) have discussed, perhaps those students who have higher self-esteem also have achieved more academically. However, this relationship may be due to motivation or other such extraneous variables. Likewise, students who have higher academic achievement may have higher self-esteem scores due to other extraneous variables. This

“circular relationship” should be studied to explore a correlation between the two.

Researchers may not be able to rule out all extraneous variables, but some may find a certain link between the two that can be helpful to future educators and students. If higher self-esteem is highly correlated with greater academic achievement, educators can use this information to help younger students develop a higher self-esteem, which could ultimately lead to an increase of academic achievement. Also, if having higher academic achievement is highly correlated with higher self-esteem, educators can use this information to help younger students focus more on academic achievement to potentially develop a higher self-esteem. Some research also suggests there are significant differences found between the self-esteem and academic achievement among males and females (Akos & Galassi, 2004; Blyth et al., 1983). In addition, some researchers have found significant differences when exploring self-esteem and academic achievement among different races (Osborne, 2001; Steele, 1997).

Perhaps this lack of knowledge about the relationship between these variables could be detrimental to the students’ future academic achievement and their self-esteem. As students progress through the educational years, they begin to understand the concept of academic achievement. When one takes a test, he/she earns a grade exemplifying the academic achievement for that content. This fact stresses the importance of learning the material well enough to achieve a good grade, such as getting an “A” on a math test. However, if a student does poorly, he/she may earn a lower grade, such as getting an “F” on a math test. Whether or not this directly affects his/her self-esteem could be extremely helpful to both his/her future self-esteem and future academic achievement. Also, the different levels of one’s self-esteem could directly affect his/her academic achievement.

For example, will a student with a low self-esteem score try to earn the higher grade or simply be satisfied with the lower grade? Also, will a higher self-esteem score motivate a student to work harder to earn the higher grade? There is no relevant way to find a causal relationship between self-esteem and academic achievement. Researchers can only explore the correlation between the two, thereby directing future research in this area. Researchers also can add different variables, such as race and gender, to explore the differences among the groups.

The present literature review will explore the findings of the relationship between self-esteem, grade point average, race and gender. Specifically, the focus is on the differences between gender and race while exploring the relationship between self-esteem and academic achievement. The researcher wanted to examine if there are differences between White and African American males' and females' relationship of academic achievement and self-esteem. Specifically, are there correlations between the self-esteem of African American females, African American males, White females, and White males and their current academic achievement while enrolled as an undergraduate at West Virginia University? Data suggest there are significant differences across the various races and genders. Researchers have spent a vast amount of time studying the relationship between self-esteem and academic achievement. Many have studied school-aged children, adolescents, and even undergraduate students, but the findings are still inconclusive regarding the relationship between the two variables.

Literature Review

Self-Esteem and Academic Achievement from Childhood to Undergraduate

As Frerichs (1971) discussed, there is evidence having a positive self-image may lead to greater school success. While looking at school-aged children, Bledsoe (1964) found a significantly positive correlation between self-esteem and academic achievement among fourth-grade and sixth-grade boys. Specifically, those children who had a higher grade point average scored higher on the self-esteem inventory than those who had a lower grade point average. Wiggins, Schatz, and West (1994) also looked at the correlation between the two variables of students from grades 4 through 12. They researched students in October and again in May during the investigation and found students whose self-esteem score increased at least 15 points from October to May significantly increased their grade point averages the following year as well. Maruyama, Rubin, and Kingsbury (1981) also researched the topic of children between the ages of 4 and 15. Within the domain of self-concept, they specifically looked at self-esteem and how it related to school-aged children's academic achievement. They found neither achievement nor self-esteem exerted, "any 'causal' influence on the other." They concluded the reason for the absence of a relationship between the two variables is the subjects of their study had reached ages at which both variables seem to be stable. According to the authors, causal relations may occur only during the first years of school. They further state there may be reciprocal relations, but those relationships decline as children increase with age and achievement (and perhaps self-esteem) becomes more stable. Therefore, there is still inconclusive data regarding the relationship of the two variables during the earlier years of one's life.

Many researchers also have looked at the relationship of the two variables among high school students. In an investigation of high school seniors, researchers have found results illustrating how educational accomplishments seem to become less important for self-esteem during the late teens and early twenties (O'Malley & Bachman, 1979). They discuss how during the high school years and the years that follow, people experience far more situations relating to self-esteem than academic achievement. The authors tend to believe academic achievements become less dominant in shaping self-esteem later in life.

There also have been many investigations done on college students to examine the relationship between grade point average and self-esteem (O'Malley & Bachman, 1979). Researchers suggest a commonly reported relationship between the two variables among children and adolescents (Demo & Savin-Williams 1983; Rosenberg & Pearlin, 1978). However, other investigations have suggested educational success becomes less influential in molding self-esteem during late high school and the following years (Bachman & O'Malley, 1977; O'Malley & Bachman, 1979). Also, Purkey (1970) suggests a "circular" process where academic achievement helps increase self-esteem, and higher self-esteem also helps to increase academic achievement. Is the relationship between the two variables significantly less correlated after high school?

In an investigation done by Demo and Parker (2001), the authors found no association between academic achievement and self-esteem overall. They suggested self-esteem did not influence academic achievement. However, the results showed academic achievement had a somewhat conditional effect on self-esteem. Specifically, they found when white females have low self-esteem, their self-esteem seems to be correlated with their academic achievement. These findings did not support the original research, which

concluded that academic achievement declines in significance following high school years. The authors suggest academic achievement exerts a conditional influence on self-esteem for white females. Overall, they found no correlation between academic achievement and self-esteem. They suggest perhaps academic achievement does not affect self-esteem during the transition to adulthood. Also, Cokey (2002) looked at the relationship between self-esteem and grade point average among European-American undergraduate students. He, too, found no significant correlation between self-esteem and grade point average.

In another investigation attempting to find a correlation between the two variables, Tsai (2001) and others have found contrasting results. While studying Chinese-American college students, the author found grade point average was a significant predictor of self-esteem. Also, the results showed a positive correlation between self-esteem and grade point average among the students. Research also has been conducted by Woo and Frank (2000) examining the relationship between the two variables with United States college students. The results also showed a significant positive correlation between self-esteem and overall grade point average. In another study done by Okun and Fournet (1993), they looked at the self-verification theory. According to this theory, students with high self-esteem are apt to have good academic performance, and students with low self-esteem tend to have lower academic performance. The authors also looked at 281 undergraduates to find a relationship between the two variables. They also found a positive relationship between self-esteem and grade point average among undergraduate students.

Differences in Self-Esteem, Academic Achievement, and Race

In addition to differences in genders, race has been another focus in this area. A vast amount of research has been conducted on the topic including students from disadvantaged, minority groups and how they tend to perform lower academically compared to White or Asian students. According to Osborne (2001), African American students tend to receive lower grades in school, score lower on standardized tests, have higher drop out rates, and graduate from college with significantly lower grades than White students. According to Steele (1997), there are a lot of factors (including performance preparation) potentially leading to the huge performance gaps. However, Steele (1997) found even when background factors (such as academic preparation) are held constant, achievement levels are still lower for minority students than White or Asian students. Simmons, Black, and Zhou (1991) also suggested grade declines are more severe for African American students than for European American students. Simmons and colleagues found African American students showed greater decreases in grade point average and more dislike for school as they move from elementary to middle school. Maute (1991) found Asian, Black, and Latino students demonstrated more intense high school concerns than other students. Their main concerns were being liked by others and being with children of other races.

According to the American Council on Education (1996), the attrition rates of African American college students are approximately 62%, compared to only 40% among all college students in the United States. There also is evidence the differences in academic achievement increases with age between White students and African American students. According to Steele (1992), there is evidence of African American students

starting school with test scores close to White students, but the longer they are in school, the bigger the gap increases between the two groups of students. For example, the average Black 13 year-old is reading approximately two years below the average White 13 year-old student, but the average Black 17 year-old is reading at a level comparable to that of a 13 year-old White student (National Center for Educational Statistics [NCES], 1995b).

In higher education, there are more positive outcomes, but the situation is still the same for the differences in groups. One specific positive outcome is the increasing number of African American students attending higher education. In 1967, the African American enrollment accounted for only 6% of all students in higher education. The enrollment population of African Americans increased by 40% between 1974 and 1984 (Higher Education and National Affairs, 1986). However, since the late 1980s the number of Black college students continuing their education has leveled off, whereas the rate of White students is still increasing (NCES, 1995b). This is contributing to the widening of the gap between Black and White college enrollment rates (Hauser & Anderson, 1991). In 1971, Black 25-29 year-olds were about half as likely as White students to have completed four years of college, and this disparity still remains 25 years later (NCES, 1995b).

According to social scientists, African American students should experience lower self-evaluation and low self-esteem due to their poorer academic achievement. For example, social comparison theory predicts negative academic performance will lead to a lower positive self-concept (Wills, 1991). Despite these clear predictions of lower self-esteem in African American students than in White students, African American students

have been found to have equal or higher self-esteem than White students (Graham, 1994; Hughes & Demo, 1989; Demo & Parker, 1987; Simmons, Brown, Bush & Blyth, 1978; Porter & Washington, 1979; Rosenberg, 1978). In addition, although self-evaluation theories expect academic achievement to influence self-esteem, social scientists have found little or no relationship between academic achievement and self-esteem in African American students (Demo & Parker, 1987; Drury, 1980; Osborne, 1995). Moreover, Osborne (1995) found a decreasing relationship between achievement and self-esteem among African American students with increasing age.

In a review of 18 studies examining the differences between Blacks and Whites in academic self-esteem, Graham (1994) found 11% of studies show White students to have higher academic self-esteem than Black, 39% show Blacks to have higher academic self-esteem, 22% show no difference, and 27% show mixed results (some comparisons show White higher than Blacks, but others in the same study show Blacks to be higher in academic self-esteem than Whites).

Osborne (1995) also conducted a two year study on 24,599 African American and White students representing 1,052 schools in the United States. He, too, found African Americans scored lower on measures of academic achievement than Whites did. African Americans reported higher global self-esteem than White students at both of the different testing sessions (Osborne, 1995). He also found all groups showed significant correlations between self-esteem and achievement outcomes. In addition, the correlation between self-esteem and GPA decreased significantly across the 2 years for African American male students, whereas the correlation for White male students increased (Osborne, 1995).

Osborne (1997) also conducted a follow up study in 1990 and in 1992 on the sample of 24,599 African American, White, and Hispanic students representing 1,052 schools in the United States. As found by other researchers, Whites reported higher grades than either African Americans or Hispanics at all three time points. Those grades remained stable for Whites, decreased somewhat for Hispanics, and decreased significantly for African Americans (Osborne, 1997). However, the scores for self-esteem were highest among African Americans across all three times. The self-esteem for Whites remained stable across time, but African Americans' self-esteem increased from 8th to 10th grade, and then decreased by 12th grade (Osborne, 1997). The results showed although the self-esteem of African Americans was remaining much higher than that of Whites, their grades and achievement scores were dropping over time.

According to Osborne (1997), there was no significant change over time in the correlations between self-esteem and achievement for White boys, but White girls showed significantly increased correlations across time for all content areas. The correlations for African American boys decreased significantly and drastically from 10th to 12th grades, and the correlations for African American girls also decreased slightly overall.

Many other scholars have found black students have higher self-esteem than white students. Rosenberg and Simmons (1972) conducted a study on 1,988 Baltimore school children from grades three to twelve and found black children did have higher self-esteem than white children. Powell and Fuller (1973) used a different measure of self-esteem on 1,720 students from grades seven to nine and found similar results. Also, Bachman (1970) conducted a nationwide study of tenth grade boys and found the same

results. There also is evidence blacks in segregated schools have higher self-esteem than blacks in desegregated schools (St. John, 1975). Studies have concluded black students surrounded by other blacks may be protected from the potentially negative effects of societal prejudice and discrimination (Rosenberg & Simmons, 1972). Not only are black students in segregated schools less exposed to white prejudice, but also these black children are more likely to compare themselves to the other black peers than to other advantaged white students. This construct may play a vital part in the self-esteem construct.

Simmons et al (1978) also studied the self-esteem and academic achievement of 798 black and white adolescents to explore their differences. They found black students in the sixth and seventh grades had significantly higher self-esteem than whites. They also found that the gap increased as the students aged. Specifically, thirty-three percent of the sixth grade whites scored high in self-esteem, with fifty percent of the blacks, and in the seventh grade only thirty-five percent of whites had high self-esteem compared to fifty-nine percent of the blacks (Simmons et al, 1978). They also wanted to see if the sex of the children played an important role. They found that when each racial group was broken down by sex, the females of both races were less likely to have high self-esteem, and that within each racial group the difference between males and females is about the same. Specifically, white females have significantly lower self-esteem than any other groups (Simmons et al, 1978). In addition, they were able to look at both the Grade Point Average (GPA) and scores on standardized achievement tests of the students. They found results that were similar with other studies. There is a significant relationship between

GPA and race, and between achievement test results and race. They found that blacks tend to score significantly lower than whites in both respects (Simmons et al, 1978).

Most of the studies exploring the difference between black and whites have been conducted on elementary school students (Cicirelli, 1977; Rosenberg & Simmons, 1972) and adolescents (Bachman, 1970; Powell & Fuller, 1973; Simmons, Brown, Bush & Blyth, 1978). The research suggesting whites have lower self-esteem than blacks and white females have the lowest self-esteem (Simmons et al, 1978) does not show if these are consistent through the college years and after. Few studies have been conducted on college students to see if the same results hold for this population.

Demo and Parker (2001) sampled 198 undergraduate students to see if academic achievement has the same significance to black and white college students. They found no significant difference between the self-esteem levels of black and white college students. However, they did find white females scored lower than white males, but there was no significant difference between the scores of black males and black females. The group with the lowest self-esteem was white females, supporting the results of research on early adolescents (Simmons et al, 1978; Simmons & Rosenberg, 1975).

Demo and Parker (2001) also found results consistent with earlier findings that whites scored significantly higher on grade point average than blacks. Females had significantly higher GPAs than males as well. This is consistent with other research showing a gender difference found among high school students (Alexander & Eckland, 1974). According to Demo and Parker (2001) white females had significantly higher

GPA's than black females, but white males and black males did not differ significantly. Also, white females had the highest GPA's, but they also reported the lowest self-esteem levels.

Demo and Parker (2001) also found there was no significant correlation between academic achievement and overall self-esteem when looking at racial groups. The relationship was not significant for either of the racial groups. They suggested academic achievement was not influential in determining the self-esteem of either racial groups at the college level, which is consistent with the claims of O'Malley and Bachman (1979).

There is no conclusive evidence as to why black students tend to have higher self-esteem than whites and lower academic achievement. However, many researchers have tried to focus on the understanding of those differences. Researchers have proposed racial identity has a significant impact on achievement, motivation, and attitudes toward school for black youth (Ford, Harris & Schuerger, 1993; Smith., 1989). They suggest African American youth may deliberately underachieve and choose not to participate in gifted programs to avoid peer pressure and accusations they are "acting White," or they may hide their abilities to be accepted socially by their peers and others (Fordham, 1988). Lindstrom and San Vant (1986) suggested gifted minority students find themselves in a dilemma in which they must choose between academic success and social acceptance. They quoted one of their gifted Black students who said, "I had to fight to be gifted and then I had to fight because I am gifted" (p. 584). When students begin to have feelings of loneliness, isolation and rejection, the need for affiliation starts to outweigh the need for achievement (Ogbu, 2003). When students start to feel the struggle between their social

needs and their academic needs, some Black students will try to sabotage their achievement (Ogbu, 2003).

Finn (1989) identified two different models of student behavior possibly resulting in their different performance of school. The frustration-self-esteem model suggests that students who experience unsuccessful school outcomes over time, such as poor academic achievement, may get a negative perception of the self (self-esteem or self-concept). The negative self-perception could lead to frustration with school. The second model that Finn describes is the participation-identification, which suggests that students who participate more in school activities (asking questions, participating in extracurricular activities) are likely to experience greater performance outcomes (better academic success).

The more success students experience, the more identified with school the student becomes. The identification in this context may mean students have internalized the important aspects of school and their perception of the self can be shaped by their performance in school (Steele, 1992, 1997). A negative view of the participation-identification model shows students who experience poor academic outcomes are more likely to disidentify from school (Griffin, 2002). This may mean academic performance could influence their academic self-esteem and their global self-esteem and self-worth (Griffin, 2002).

Poor performance in school can directly harm a student's self-perceptions, or lead the student to disidentify from academics to protect the student's perception of self-worth and value (Griffin, 2002). The more a student identifies with academics, the more apparent academic outcomes help shape perceptions of the self. Several researchers have

provided data suggesting this linkage provides a positive relationship between academic identification and self-perception (Hansford & Hattie, 1982). However, research has shown this association between academic identification and self-perception does not appear to be the same for some minority students. Specifically, Black and Hispanic students achieve lower academically than White students (Demo & Parker, 1987; Simmons, Brown, Bush & Blyth, 1978; Steele, 1992, 1997). However, Black and Hispanic students have equal to or higher levels of global self-esteem than those of Whites (Graham, 1994; Porter & Washington, 1979; Rosenberg, 1979).

Because of the many problems Black students may face, and because of the limited knowledge and understanding of these problems, researchers need to focus on the racial identity development and how it connects to their overall self-esteem. Educational personnel need to understand the powerful influence self-esteem can have on students' achievement and motivation in the educational setting.

Differences in Self-Esteem, Academic Achievement, and Gender

Many researchers have also included gender as part of the influential process. Several researchers suggest girls suffer greater losses in self-esteem compared with boys during the transitions throughout their lives (Blyth et al., 1983; Eccles et al., 1993). Those findings may be due to the fact girls experience more peer conflict or that they experience more distress than boys do because of the changing peer networks (Akos & Galassi, 2004). Girls also experience more physical and social transitions, which can contribute to their distress (Akos & Galassi, 2004). Many researchers also have found girls experience more depression than do boys over the different transitions in their lives (Blyth et al., 1983; Hirsch & Rapkin, 1987). Diemert (1992) also found boys reported a lack of

assistance with academic needs, and girls reported a lack of assistance with social needs during middle school. During high school, girls reported more concerns in general and more intense social and academic concerns, and boys were more concerned with having longer class periods and participating in sports (Maute, 1991). It is clear that boys and girls have very different concerns and stresses during transitions in their lives. Due to the overall differences in self-esteem between males and females, it seems relevant to include gender as a variable when searching to find relationships between self-esteem and academic achievement.

In summary, these findings depict a lack of understanding the relationship between grade point average and self-esteem, especially among college undergraduates. Although a small fraction of researchers disagree, many find a relationship between the two variables during childhood and adolescence. However, the relationship between the two variables during the transition to adulthood or after is unclear. Also, because of the evidence of differences between males' and females' self-esteem, it is likely researchers may want to include gender as a variable when exploring the relationship between self-esteem and academic achievement. In addition, it also seems increasingly important to include race as a variable, given the findings of the significant differences found between African American students and White students.

The Study

The research and null hypotheses for this study are stated below. The independent variables investigated were cumulative grade point average, gender, and race. The dependent variable of this study was current total self-esteem rating.

Hypotheses

H₀: The combination of the independent variables (gender, race, and overall grade point average) has no differential effects on the dependent variable (self-esteem). Also, overall grade point average has no significant effect on self-esteem. Race has no significant effect on self-esteem. Lastly, gender has no significant effect on self-esteem.

H₁: The combination of the independent variables (gender, race, and overall grade point average) does have differential effects on the dependent variable (self-esteem). Also, overall grade point average has a significant effect on self-esteem. Race has a significant effect on self-esteem. Lastly, gender has a significant effect on self-esteem.

Chapter Two

Method

The method section describes the participants, research design, and procedures used in this study. Additional information and details about the content of the study are provided.

Participants

The participants for the current study were undergraduate students at West Virginia University. The students had to be at least juniors enrolled in the institution. Specifically, they had to have completed at least 59 credit hours. The students in this population encompassed a mixture of ability and achievement levels and were a cross-section of students in different programs. There were 160 participants involved in the present investigation. Specifically, the sample consisted of 40 White females, 40 White males, 40 Black females, and 40 Black males.

Design

The overall design of the study was a three way analysis of variance. Gender (Male versus Female) was a between-subjects independent variable. Race (White versus Black) also was a between-subjects independent variable. Overall Grade Point Average (Below Median versus Above Median) was the third independent variable that was used either as (1) a dichotomous independent variable (below median and above median); or (2) a covariate entered in to the analyses. Self-Esteem was the dependent (or criterion) variable. Chi-Square tests were also performed to explore possible relationships between the variables. The researcher also used correlations to help find relationships between the different variables and each survey question. The following correlations were run on the variables:

1. A correlation between race and overall self-esteem total
2. A correlation between race and self-esteem Survey Question 1
3. A correlation between race and self-esteem Survey Question 2
4. A correlation between race and self-esteem Survey Question 3
5. A correlation between race and self-esteem Survey Question 4
6. A correlation between race and self-esteem Survey Question 5
7. A correlation between race and self-esteem Survey Question 6
8. A correlation between race and self-esteem Survey Question 7
9. A correlation between race and self-esteem Survey Question 8
10. A correlation between race and self-esteem Survey Question 9
11. A correlation between race and self-esteem Survey Question 10
12. A correlation between overall grade point average and overall self-esteem total
13. A correlation between overall grade point average and self-esteem Survey Question 1
14. A correlation between overall grade point average and self-esteem Survey Question 2
15. A correlation between overall grade point average and self-esteem Survey Question 3
16. A correlation between overall grade point average and self-esteem Survey Question 4
17. A correlation between overall grade point average and self-esteem Survey Question 5

18. A correlation between overall grade point average and self-esteem Survey

Question 6

19. A correlation between overall grade point average and self-esteem Survey

Question 7

20. A correlation between overall grade point average and self-esteem Survey

Question 8

21. A correlation between overall grade point average and self-esteem Survey

Question 9

22. A correlation between overall grade point average and self-esteem Survey

Question 10

23. A correlation between gender and overall self-esteem total

24. A correlation between gender and self-esteem Survey Question 1

25. A correlation between gender and self-esteem Survey Question 2

26. A correlation between gender and self-esteem Survey Question 3

27. A correlation between gender and self-esteem Survey Question 4

28. A correlation between gender and self-esteem Survey Question 5

29. A correlation between gender and self-esteem Survey Question 6

30. A correlation between gender and self-esteem Survey Question 7

31. A correlation between gender and self-esteem Survey Question 8

32. A correlation between gender and self-esteem Survey Question 9

33. A correlation between gender and self-esteem Survey Question 10

All of the analyses were done by the researcher using SPSS.

Procedure

Each participant was given a copy of the Rosenberg Self-Esteem Scale. They also were given a page with demographic questions to complete. The entire survey was completed in one sitting by each of the students. To view the survey, see Appendices A-B.

Instrument

The researcher used the RSES to measure the participants' current self-esteem. The measure is a ten item scale used to measure self-esteem of participants ages 18 years or older. The range of scores is 10 to 40, with 10 being the minimum and 40 being the maximum score. The students selected the best answer dealing with his/her general feelings about himself/herself. The answers ranged from strongly agree to strongly disagree, with strongly disagree having the value of 1, and strongly agree having the value of 4. Also, numbers 3, 5, 8, 9, and 10 are reverse scored on the self-esteem scale. The scoring for these items needs to be reversed so that, in each case, the scores ranged from lower to higher levels of self-esteem. The reliability for this scale is generally high; the test-retest correlations are typically in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88 (Rosenberg, 1965).

In addition, the researcher also asked the students to answer questions about themselves. The complete survey can be seen in Appendix B. They were asked to complete the following five questions:

1. Please indicate your total cumulative grade point average to date
2. Please indicate your total number of completed credit hours to date
3. Please indicate your major

4. Gender

5. Race

Data Collection

The entire survey was given to students in the Mountainlair who met the criteria and were willing to voluntarily participate. The investigator explained the study and encouraged students to fill out the survey only if the student felt comfortable with it. The investigator gave each participant (student) a survey and explained they were simply to follow the directions provided on the survey. The participants then individually completed the survey, which took approximately 5 to 10 minutes each. The investigator collected the survey from each student and ensured the students all of the surveys would be kept completely anonymous.

Chapter Three

Results

The researcher used a variety of analyses to investigate if relationships were present between and among the three independent variables Gender (Male versus Female), Race (White versus Black), and Cumulative Grade Point Average (Below Median versus Above Median). The independent variable is the Total Self-Esteem. The researcher wanted to explore the combination of the three independent variables for possible differential effects on the dependent variable. Other analyses were conducted to see if (1) grade point average had a significant effect on self-esteem, (2) race had a significant effect on self-esteem, and (3) gender had a significant effect on self-esteem.

Analysis of Variance

A strategy inclusive of all variables was used to compute an overall analysis of variance. This analysis was a between-subjects analysis of variance that crossed Gender (Male versus Female) by Race (White versus Black) by Cumulative Grade Point Average (Below Median versus Above Median). Those three variables were the independent variables. Total Self-Esteem (possible range from 10 to 40) was the dependent variable. The analysis results are shown in **Table 1**. It may be noted (1) the interaction effect between Race, Gender, and Grade Point Average was not significant ($p > 0.05$), (2) the interaction effect between Gender and Race was not significant ($p > 0.05$), (3) the interaction effect between Gender and Grade Point Average was not significant ($p > 0.05$), (4) the interaction effect between Race and Grade Point Average was not significant ($p > 0.05$), (5) the main effect for Gender was not significant ($p > 0.05$), (6) the main effect for Race was significant ($p < 0.05$), and (7) the main effect for Grade

Table 1

Three Way Analysis of Variance Between the Variables Gender x Race x GPA (N=160)

Source	SS	df	MS	F	<i>p</i>
Between Subjects					
Main Effect Gender	15.822	1	15.822	0.775	0.380
Main Effect Race	193.415	1	193.415	9.468	0.002
Main Effect GPA	3.943	1	3.943	0.193	0.661
Interaction Gender x Race	4.577	1	4.577	0.224	0.637
Interaction Gender x GPA	32.380	1	32.380	1.585	0.210
Interaction Race x GPA	5.491	1	5.491	0.269	0.605
Interaction Race x GPA x Gender	0.496	1	0.496	0.024	0.876
Within Subjects					
Error	3105.105	152	20.428		

Dependent Variable: Total Self-Esteem Score

Table 2

Means and Standard Error of the Variables Gender, Race, and Grade Point Average

Variable	Mean	Std. Error
Male	34.914	.519
Female	34.262	.529
White	33.448	.530
Black	35.728	.518
Above Median GPA	34.425	.530
Below Median GPA	34.751	.518

Point Average was not significant ($p > 0.05$).

Thus, the research hypothesis was partially supported by the results of this three-way analysis of variance. Gender did not have a significant effect on Self-Esteem. In addition, Grade Point Average did not have a significant effect on Self-Esteem. However, there was a definite relationship found between Race (independent variable) and Self-Esteem Total Score (dependent variable).

Chi-Square Tests

Non-parametric Chi-Square tests were used to analyze possible relationships between nominal variables. Frequency counts and summary Chi-Square findings are reported in **Table 3**. The Self-Esteem Total Score was separated at the median, which was 34.5 out of a possible range of 0 to 40.

The first Chi-Square analysis involved Self-Esteem (Below Median versus Above Median) crossed with Gender (Male versus Female). Male was coded as 1, and Female was coded as 2 in the database. This analysis yielded $Chi-Square = 1.23$, $df = 1$, $p > 0.05$, not significant.

The second Chi-Square analysis involved Self-Esteem (Below Median versus Above Median) crossed with Race (White versus Black). White was coded as 1, and Black was coded as 2 in the database. This analysis yielded $Chi-Square = 11.11$, $df = 1$, $p < 0.01$, indicating a significant relationship between Total Self-Esteem Score and Race.

The third Chi-Square analysis involved Self-Esteem (Below Median versus Above Median) crossed with Grade Point Average (Below Median versus Above Median). Below Median was coded as 1, and Above Median was coded as 2 in the database. This analysis yielded $Chi-Square = 0.11$, $df = 1$, $p > 0.05$, not significant.

Table 3

Chi-Square Tests Between Variables

Source	df	χ	p			
Chi-Square Self-Esteem by Gender	1	1.23	0.270	Gender		
				Male	Female	
				Below Median	33	40
				Above Median	47	40
Chi-Square Self-Esteem by Race	1	11.11	0.001	Race		
				White	Black	
				Below Median	47	26
				Above Median	33	54
Chi-Square Self-Esteem by GPA	1	0.11	0.740	GPA		
				Below	Above	
				Below Median	35	38
				Above Median	44	43

Correlations

The researcher coded all of the independent variables and entered them into the SPSS database. Male was coded as 1, and Female was coded as 2. White was coded as 1, and Black was coded as 2. Below the Median was coded as 1, and Above the Median was coded as 2.

The results showed several significant correlations between race and many of the self-esteem survey questions. Those results are illustrated in **Table 4**. The results showed there was a significant positive correlation ($p < 0.01$) between race and total self-esteem score. When looking at the correlations between race and individual self-esteem survey questions, the researcher also found several significant correlations. There was a positive correlation between race and question 2, “I feel that I have a number of good qualities” ($p < 0.05$). There also was a significant positive correlation between race and question 6, “I take a positive attitude toward myself” ($p < 0.01$). There was also a significant positive correlation ($p < 0.01$) between race and question 7, “On the whole, I am satisfied with myself.” The researcher also found a positive correlation ($p < 0.01$) between race and question 8, “I wish I had more respect for myself.” There was also a positive correlation ($p < 0.01$) between race and question 9, “I certainly feel useless at times.” Also, there was a significant positive correlation ($p < 0.05$) between race and question 10, “At times I think I am no good at all.”

The researcher found no significant correlation between cumulative grade point average and total self-esteem score. In addition, there were no significant correlations between cumulative grade point average and each of the ten self-esteem survey questions.

Table 4

Correlations Between Variables

Source	<i>r</i>	<i>p</i>
Race and Total Self Esteem Score	+ 0.25	0.01
Race and Self Esteem Survey Question 2	+ 0.17	0.05
Race and Self Esteem Survey Question 6	+ 0.25	0.01
Race and Self Esteem Survey Question 7	+ 0.23	0.01
Race and Self Esteem Survey Question 8	+ 0.22	0.01
Race and Self Esteem Survey Question 9	+ 0.26	0.01
Race and Self Esteem Survey Question 10	+ 0.20	0.05

The researcher found no significant correlation between gender and total self-esteem score. However, there was a significant correlation between total self-esteem score and an individual self-esteem survey question. In addition, there was a significant correlation ($p < 0.01$) between gender and self-esteem Survey Question 4. Specifically, there was a significant positive correlation between gender and self-esteem survey question that stated, "I am able to do things as well as most other people."

Chapter Four

Discussion and Conclusions

The current study investigated the relationships between three independent variables (Race, Gender, and Cumulative Grade Point Average) and their differential effects on the dependent variable (Total Self-Esteem). At the onset of the study, it was hypothesized the combination of the independent variables would have differential effects on the dependent variable. It also was hypothesized that (1) Grade Point Average would have an effect on Self-Esteem, (2) Race would have a significant effect on Self-Esteem, and (3) Gender would have a significant effect on Self-Esteem. The primary analysis was a three way analysis of variance. The overall results showed a statistically significant relationship between Race and Total Self-Esteem. Specifically, Race had a significant differential effect on Total Self-Esteem. Therefore, the Race of the participants had a significant effect on their Self-Esteem and influenced how they answered the questions on the Self-Esteem survey.

The second set of analyses was performed to determine if relationships existed between the variables. The Chi-Square between Total Self-Esteem and Race yielded a significant relationship. Therefore, the Whites and Blacks differed in their self-reported self-esteem. There were more Black participants who had total scores above the Total Self-Esteem median than White participants. In accordance, more White participants had a Total Self-Esteem below the median.

The third set of analyses was performed to compute correlations to test relationships between each independent variable (Race, Gender, and Grade Point Average) with each individual self-esteem survey question. The first significant

correlation was found between Race and the Total Self-Esteem score. Again, the researcher found a positive relationship between the two variables. Specifically, Blacks had higher self-esteem scores than White participants. The second positive correlation was found between Race and the survey question, "I feel that I have a number of good qualities." Specifically, Black participants thought of themselves as having a number of good qualities. The third positive correlation was found between Race and the survey question, "I take a positive attitude toward myself." Again, the Black participants thought of themselves as having a positive attitude, and they agreed with the positive statements about themselves. The fourth positive correlation was found between Race and the survey question, "On the whole, I am satisfied with myself." As with the others, the Black participants agreed or strongly agreed with this statement

The researcher found different results when analyzing the correlations of other survey questions. There were several statements conflicting with the general positive statements participants previously chose. For example, there was a positive correlation between Race and the survey question, "I wish I had more respect for myself." Therefore, Black participants tended to agree with this statement. Another positive correlation was found between Race and the survey question, "I certainly feel useless at times." Again, the Black participants in this study agreed with this statement. Lastly, a positive correlation was found between Race and the survey question, "At times I feel I am no good at all." Like the others, the Black participants tended to agree with this negative statement about themselves.

The results from the correlations showed the Black participants agreed they had good qualities, took a positive attitude toward themselves, and were satisfied with

themselves, yet answered they wished they had more respect for themselves, felt useless at times, and at times feel that they are no good at all. Consistent with earlier findings, Race has a significant relationship with Self-Esteem. Specifically, Black students tend to have higher self-esteem totals than White students. However, there is no conclusive evidence as to why Black students tend to have higher self-esteem than White students.

The results showed self-esteem did not have a significant relationship with cumulative grade point average. Although earlier research is inconsistent with the findings relating self-esteem and grade point average, most have found no correlation between the two variables with participants after late high school. They suggest that perhaps academic achievement does not affect self-esteem during the transition to adulthood. Perhaps this is true, and self-esteem may not affect students after high school. This research is vital to teachers and educators that may want to find the link between the two variables. Educators will know that there may be a link between self-esteem and academic achievement up until the students reach high school. Teachers may want to investigate ways to increase one or both variables to potentially lead to an increase in the other variable. For example, teachers may want to prepare activities to increase young students' self-esteem that may lead to an increase in the students' academic achievement. However, there is no conclusive evidence that there is a relationship between the two variables after the high school years. So, teachers in high school or in the college environment may not think it is necessary to work to increase students' self-esteem in the educational setting in hopes to increase their academic achievement or to help improve their academic achievement with the goal of improving their self-esteem.

The results also showed no significant differences on self-esteem in gender (Male versus Female). Earlier research supports girls tend to have lower self-esteem than boys. However, the results of this study do not support their findings. One possible explanation for the absence of a relationship between the two variables is most of the earlier research was done on high school participants. It is possible girls in high school have lower self-esteem than boy in high school. However, the trend may decrease as girls transition into adulthood. Therefore, educators may not need to work to decrease the self-esteem differences between males and females in the educational setting.

The results showed race was significantly correlated with self-esteem. There were more Black participants with self-esteem scores above the median than White participants. These results are important to educators who want to help decrease the differences between races in educational settings. Previous researchers have shown Black students generally have higher self-esteem scores and lower academic achievement scores than White students. The current research study partially supported those results. Although the researcher did not find differences between races on grade point average, significant differences between races on self-esteem were found. The current study also found significant correlations with self-esteem survey questions and race. Educators may want to be aware Black students generally report higher self-esteem than White students, but they also answered the survey questions differently. Black students generally agreed to positive statements about themselves while also agreeing to negative statements about themselves. Perhaps, Black students generally report having higher self-esteem, but still view themselves negatively.

These results are useful to educators while working with different races in the educational setting. They can be aware that Black students report positive things about themselves, but they may also strongly agree, wishing they had more respect for themselves or sometimes feeling no good at all.

General Study Limitations

There are a number of factors that could be considered limitations in the current study. One major limitation is the self-reporting of the students' self-esteem and cumulative grade point average. Perhaps the results would have been different if the students were in a different environment (in a secluded area or not around other students) or the researcher was able to verify the grade point average. In addition, confounding variables, including investigator personality could have influenced this study by affecting participant responses on the survey. Also, the researcher investigated self-esteem between races and genders. It is possible participants from those groups felt offended or violated by being asked to participate in a study based on their race or gender. Therefore, a major limitation of the study was the sampling of White and Black males and females. Another major limitation of the study is self-esteem data in the present study are limited to a single wave of self-report measures. In addition, the researcher may have found different results if the participants did not feel they were participating based on their race or gender. Lastly, another limitation was the small amount of Black participants on the West Virginia University campus.

Future Research

In the future, the study could be expanded to encompass a wider variety of students. Perhaps researchers can include more races. In addition, researchers can include

more participants to better represent the population of a campus. The current study included a small amount of participants, due to the limited amount of African American students on the particular campus.

The results of this study were similar to what the researcher expected to find, at least one independent variable would have a significant effect on the dependent variable. After completing the study, the researcher strongly believes there is a significant relationship between Race and Total Self-Esteem. There is no way to determine based on the present findings why there is a significant relationship, but it is important that some relationship exists between the two variables. Researchers in the future may want to further investigate the relationship between the variables, especially race and self-esteem.

References

- Akos, P., & Galassi, J. (2004). Middle and high school transitions as viewed by students, parents, and teachers. *Professional School Counseling, 7*(4), 212-219.
- Alexander, K. L., & Eckland, B. K. (1974). Sex differences in the educational attainment process. *American Sociological Review, 39*, 668-682.
- American Council on Education. (1996). *Minorities in Higher Education, Office of Minorities in Higher Education, Washington, DC.*
- Bachman, J.G. (1970). *Youth in transition*. Survey Research Center, Institute for Social Research.
- Bachman, J. G., & O'Malley, P. M. (1977). Self-esteem in young men: A longitudinal analysis of the impact of educational and occupational attainment. *Journal of Personality and Social Psychology, 35*, 365-380.
- Bledsoe, J. C. (1964). Self concepts of children and their intelligence, achievement, interests, and anxiety. *Journal of Individual Psychology, 20*, 55-58.
- Blyth, D., Simmons, R., & Carlton-Ford, S. (1983). The adjustment of early adolescents to school transitions. *Journal of Early Adolescence, 3*, 105-120.
- Cicirelli, V. (1977). Relationship of SES and ethnicity to primary grade children's self-concept. *Psychology in the Schools, 14*, 213-215.
- Cokey, K. O. (2002). Ethnicity, gender, and academic self-concept: A preliminary examination of academic disidentification and implications for psychologists. *Cultural Diversity and Ethnic Minority Psychology, 8*, 378-388.
- Coopersmith, S. (1986). Self-esteem inventories (2nd ed.). Palo, Alto, California: Consulting Psychologists Press.
- Demo, D. H., & Parker, K. D. (1987). Academic achievement and self-esteem among African-American and White college students. *Journal of Social Psychology, 127*, 345-355.
- Demo, D. H., & Savin-Williams, R. C. (1983). Early adolescent self-esteem as a function of social class: Rosenberg and Pearlin revisited. *American Journal of Sociology, 88*, 763-774.
- Demo, D. H., & Parker, K. D. (2001). Academic achievement and self-esteem among black and white college students. *Journal of Social Psychology, 127*, 345-355.
- Diemart, A. (1992). *A needs assessment of fifth grade students in a middle school.*

- Acron, MA: Author.
- Drury, D. (1980). Black self-esteem and desegregated schools. *Sociology Education*, 53, 88-103.
- Eccles, J. S., Wigfield, A., Midgley, C., Reumen, D., Mac Iver, D., & Feldlaufer, J. (1993). Negative effects of traditional middle schools on students' motivation. *The Elementary School Journal*, 93, 553-574.
- Finn, J. D. (1989). Withdrawing from school. *Review of Educational Research*, 59(2), 117-142.
- Ford, D. Y., Harris, J. J. & Schuerger, J. M. (1993). Racial identity development among gifted Black students: Counseling issues and concerns. *Journal of Counseling and Development*, 71(4), 409-417.
- Fordham, S. (1988). Racelessness as a factor in Black students' school success. *Harvard Educational Review*, 58, 24-34.
- Frerichs, A. H. (1971). Relationship of self-esteem of the disadvantaged to school success. *Journal of Negro Education*, 40, 117-120.
- Graham, S. (1994). Motivation in African Americans. *Rev. Educat. Res*, 64, 55-117.
- Griffin, B. W. (2002). Academic disidentification, race, and high school dropouts. *The High School Journal*, 85(4), 71-81.
- Hansford, B. C., & Hattie, J. A. (1982). The relationship between self and achievement/performance measures. *Review of Educational Research*, 52(1), 123-142.
- Hase, H. D., & Goldberg, L. R. (1967). Comparative validity of different strategies of constructing personality inventory scales. *Psychological Bulletin*, 67, 231-248.
- Hauser, R. M., & Anderson, D. K. (1991). Post-high school plans and aspirations of Black and White high school seniors: 1976-86. *Sociology Education*, 64, 263-277.
- Higher Education and National Affairs (1986). Enrollment of nontraditional students increase. June, p.3.
- Hirsch, B., & Rapkin, B. (1987). The transition to junior high school: A longitudinal study of self-esteem, psychological symptomology, school life, and social support. *Child Development*, 58, 1235-1243.
- Hughes, M., & Demo, D. (1989). Self-perception of Black Americans: Self-esteem and personal efficacy. *American Journal of Sociology*, 95, 132-159.

- Kinney, P., & Miller, M. J. (1988). The relationship between self-esteem and academic achievement. *College Student Journal*, 22, 358-362.
- Lindstrom, R. R., & San Vant, S. (1986). Special issues in working with gifted minority adolescents. *Journal of Counseling and Development*, 64, 583-586.
- LoCicero, K. A., Ashby, J. S., & Kern, R. M. (2002). Multidimensional perfectionism and lifestyle approaches in middle school students. *Journal of Individual Psychology*, 56, 4-14.
- Maruyama, G., Rubin, R. A., & Kingsbury, G. G. (1981). Self-esteem and educational achievement: Independent constructs with a common cause. *Journal of Personality and Social Psychology*, 40, 962-975.
- Maute, J. (1991). *Transition concerns of eighth-grade students in six Illinois schools as they prepare for high school*. Unpublished doctoral dissertation, National-Louis University, Evanston, IL.
- National Center for Education Statistics (1995b). *Findings from the Condition of Education 1994: Number 2-The education process of Black students (Report No. NCES-95-765.)* Washington DC.
- Ogbu, J. U. (2003). *Black students in an affluent suburb: A study of academic disengagement*. New York: Lawrence Erlbaum.
- Okun, M. A., & Fournet, L. M. (1993). Academic self-esteem and perceived validity of grades: A test of self-verification theory. *Contemporary Educational Psychology*, 18, 414-426.
- O'Malley, P. M., & Bachman, J. G. (1979). Self-esteem and education: Sex and cohort comparisons among high school seniors. *Journal of Personality and Social Psychology*, 37, 1153-1159.
- Osborne, J. W. (1995). Academics, self-esteem and race: A look at the underlying assumptions of the disidentification hypothesis. *Personality and Social Psychology Bulletin*, 21, 449-455.
- Osborne, J. W. (1997). Identification with academics and academic success among community college students. *Community College Reviews*, 25, 59-67.
- Osborne, J. W. (2001). Testing stereotype threat: Does anxiety explain race and sex differences in achievement? *Contemporary Educational Psychology*, 26, 291-310.
- Porter, J. R., & Washington, R. E. (1979). Black identity and self-esteem: A review

- of studies of black self-concept, 1968-1978. *Annual Review of Sociology*. (Vol.5, pp.53-74). Palo Alto, CA: Annual Reviews.
- Powell, G. J., & Fuller, M. (1973). *Black Monday's children: A study of the effect of school desegregation on self-concepts of southern children*. New York: Appleton-Century-Crofts.
- Purkey, W. W. (1970). *Self-concept and school achievement*. Englewood Cliffs, N.J.: Prentice-Hall.
- Ray, J. J. (1975). A behavior inventory to measure motivation. *Journal of Social Psychology*, 95, 135-136.
- Rosenberg, M. (1965). *Society and adolescent self-image*. Princeton, NJ: Princeton University Press.
- Rosenberg, M., & Pearling, L. (1978). Social class and self-esteem among children and adults. *American Journal of Sociology*, 84, 53-77.
- Rosenberg, M., & Simmons, R. (1972). *Black and white self-esteem: The urban school child*. Rose Monograph Series. Washington, DC: American Sociological Association.
- Simmons, R., Black, A., & Zhou, Y. (1991). African-American versus white children and the transition into junior high school. *American Journal of Education*, 99, 481-520.
- Simmons, R. G., Brown, L., Bush, D. M., & Blyth, D. A. (1978). Self-esteem and achievement of black and white adolescents. *Social Problems*, 26, 86-96.
- Simmons, R.G., & Rosenberg, F. (1975). Sex, sex roles, and self-image. *Journal of Youth and Adolescence*, 4, 229-258.
- Smith, E. M. (1989). Black racial identity development. *The Counseling Psychologist*, 17(2), 277-288.
- St. John, N. (1975). *School desegregation: Outcomes for children*. New York: John Wiley and sons.
- Steele, C. M. (1992). Race and the schooling of Black Americans. *Atlantic Monthly*, April, 68-78.
- Steele, C. M. (1997). A threat in the air: How stereotypes shape the intellectual identities and performance of women and African Americans. *American Psychologist*, 52, 613-629.

- Tsai, J. L. (2001). Cultural predictors of self-esteem: A study of Chinese American female and male young adults. *Cultural Diversity and Ethnic Minority Psychology*, 7, 284-297.
- Wiggins, J. D., Schatz, E. L., & West, R. W. (1994). The relationship of self-esteem to grades, achievement scores, and other factors critical to school success. *The School Counselor*, 41, 238-244.
- Wills, T.A. (1991). Similarity and self-esteem in downward comparison. In Suls, J. and Wills, T.A. (eds.), *Social Comparison: Contemporary Theory and Research*, Lawrence Erlbaum Associates, Hillsdale, NJ, pp. 51-78.
- Woo, T. O., & Frank, N. (2000). Academic performance and perceived validity of grades: An additional case for self-enhancement. *Journal of Social Psychology*, 140, 218-226.

Appendix A

ROSENBERG SELF-ESTEEM SCALE (RSES)

FOLLOWING IS A LIST OF STATEMENTS DEALING WITH YOUR GENERAL FEELINGS ABOUT YOURSELF. IF YOU **STRONGLY AGREE**, CIRCLE **SA**. IF YOU **AGREE** WITH THE STATEMENT, CIRCLE **A**. IF YOU **DISAGREE**, CIRCLE **D**. IF YOU **STRONGLY DISAGREE**, CIRCLE **SD**.

	1. STRONGLY AGREE	2. AGREE	3. DISAGREE	4. STRONGLY DISAGREE
1. I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
2. I feel that I have a number of good qualities.	SA	A	D	SD
3. All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
4. I am able to do things as well as most other people.	SA	A	D	SD
5. I feel I do not have much to be proud of.	SA	A	D	SD
6. I take a positive attitude toward myself.	SA	A	D	SD
7. On the whole, I am satisfied with myself.	SA	A	D	SD
8. I wish I could have more respect for myself.	SA	A	D	SD
9. I certainly feel useless at times.	SA	A	D	SD
10. At times I think I am no good at all.	SA	A	D	SD

Appendix B

**PLEASE ANSWER THE FOLLOWING QUESTIONS
AS ACCURATELY AS POSSIBLE.**

1. Please indicate your **total cumulative** grade point average to date (e.g. 2.67):
_____.
2. Please indicate your **total** number of completed credit hours to date (not including the current semester): _____.
3. Please indicate your major:_____.
4. Please circle your gender: Male Female.
5. Please circle your race: Caucasian White African-American.

JENNIFER GELETKO**1087 Brookings Drive**

Morgantown, WV 26508

Tel: (304)-276-8967

Email: jenngeletko@gmail.com

EDUCATION*05/2004 - Present*

Doctoral student, Department of Educational Psychology, West Virginia University

Major: Educational Psychology Minor: Educational Leadership Cumulative GPA: 4.0

08/2002 – 05/2004

Master of Arts in Educational Psychology, West Virginia University

Major: Educational Psychology Cumulative GPA: 4.0

08/1998 – 05/2002

Bachelor of Arts in Psychology, West Virginia University

Major: Psychology Minor: Communications Cumulative GPA: 3.8

WORK EXPERIENCE*04/2004 – Present****Behavior Specialist/Mobile Therapist***

Responsibilities include intense therapy with clients along with counseling parents/guardians and other family members. Other responsibilities include creating and implementing treatment plans, attending psychological evaluations and other relevant psychological testing and treatment interventions, and assisting with meetings that coincide with the community and educational activities and goals.

*08/2002 – Present****Graduate Research Fellow at the Prevention Research Center, West Virginia University***

Responsibilities include data collection, data entry (SPSS), analyses of data, and evaluation oversight. Other responsibilities include conducting literature reviews, and assisting with article preparation, publication, and presentations.

*05/2000 – 07/2004****Residential Program Advisor***

Responsibilities include the designing of programs to teach disabled persons daily performance tasks, including community integration, and the oversight of implementation of such programs.

RESEARCH EXPERIENCE*01/2002 – 05/2002****Psychology Research Assistant***

Responsibilities included recruitment of participants, data entry, and data analysis of the research topic while assisting with other relevant duties pertaining to the selected graduate student's dissertation.

TEACHING EXPERIENCE

01/2002 – 05/2002

Psychology Teaching Assistant

Responsibilities included guest lecturing, objective grading of colleagues, assisting with the preparation of lecture materials, and performing meaningful lab lectures to aid the lecture material.

OTHER RELEVANT EXPERIENCE

05/2005

Poster Presentation

Presented a poster presentation on an “Exploratory Study of Appalachian Ethnicity Among Youth” at the 13th Annual Society for Prevention Research.

REFERENCES

Available upon request