

Self-esteem - academic and artistic achievements diada for students of the faculty of music at the beginning of the 3th millennium

Elena-Alexandrina BABII

Transilvania University of Brasov, Romania

elena.babii@unitbv.ro

Daciana LUPU

Transilvania University of Brasov, Romania

dacianalupu@unitbv.ro

Abstract. *The research aimed to investigate the relationship between the self-esteem of the students of music and their academic and artistic achievements from the perspective of gender studies (no – 72 subjects). The research had as tools, the questionnaire survey and the study of school documents. It was found that there are Spearman correlations, of average value, between self-esteem and academic results obtained, as follows: between self-esteem and academic results .560 ** with $p < 0.01$, between self-esteem and artistic results .567 ** with $p < 0.01$ and between academic and artistic results .583 ** with $p < 0.01$. Self-esteem brings an important contribution to the quality of the musical act; the present research underlines the original statistical method, using SPSS software, tests and correlations which help in the investigations regarding self-esteem in other areas of musical sciences. Capitalizing on self-esteem - academic and artistic results is all the more important for better adaptation to everyday life.*

Keywords: self-esteem, academic and musical achievements, gender differences

Introduction

Traditionally, self-esteem was defined as the stable sense of personal worth and worthiness (Rosenberg, 1965). Most of the psychologists see it as an overall evaluation of the Self or of the individual worth. The appraisal of one's competence, self-respect and all of an individual's beliefs about himself talk about self-esteem (Madsen, 2014), which is a multidimensional and hierarchic construct (Rentzsch, et al., 2016). The most common form is the global self-esteem, which refers to the general auto evaluation made by an individual. R. W. Tafarodi and W. B. Swann Jr. (2001) consider the global self-esteem to be self-competence. Self-esteem is described as a continuum starting with "low self-esteem" and ending with "high self-esteem". People are motivated to seek and maintain the high self-esteem, making use of various strategies. Most of the people have relatively high self-esteem, but it fluctuates along the life span of an individual and according to the life experience of each person (Hepper, 2016). Self-esteem is associated with important outcomes in life, such as: trust, academic success, physical health, the success of relationships, and other. Nonetheless, the implications of self-esteem in these outcomes still remains a controversy. (Crocker, 2001; Jordan et al., 2015).

Literature review

Self-esteem is not just an interesting construct by itself, but it also proved its importance in connection with a number of variables. One of these variables refers to the academic achievements. To improve the student's life quality has become a major objective for the educational institutions. In this context, there are studies which investigate the development of a relationship between self-esteem and academic achievement. (Li et al., 2018; Ghasemzadeh et al., 2012; Maricuțoiu et al., 2018). Self-esteem is one of the key-factors which influence the academic performance of the individual (Rosli et al., 2012). The academic self-esteem is a strong predictor of school results, but rather a low and not a high predictor of higher education outcome (Pullmann & Allik, 2008). H. W. Marsh and R. G. Craven (2006) demonstrated that academic accomplishment is both a cause and an effect of self-esteem. Thus, the decrease of self-esteem was connected with several indicators of further academic achievement (Zoller Booth & Gerard, 2011).

The relationship between self-esteem, achievement goals and academic accomplishment has been studied. Among the subjects, the most important factors of impact on the academic accomplishments were self-esteem and aim orientation. The outcome of the analysis also revealed significant differences between the indicators for self-esteem and the orientation of achievement goals for the male and female subjects. The results of a different research showed that self-respect and fulfilment objectives have influence over the academic accomplishments of the subjects (Rahmani, 2011). The achievement goals have an indirect influence over the academic performance, by means of intelligent information, while the learning objectives were directly connected with performance (Bipp, 2012). A high correlation between self-esteem and a preference for the learning objectives is also observed by M. Komarraju and C. Dial (2014). But the reverse is also possible, and thus, the childhood experience can influence the self-esteem as well, making it to go higher if the outcome is positive or lower in the case of negative results (Osborne, 1995; Ross & Broh, 2000; Afari et al., 2012). The positive correlations discovered between self-esteem and past results determined the educators to implement special programmes to enhance self-esteem by positive achievements (Midgett et al., 2002). The examination includes the interactions between global self-esteem, the specific academic concept of self and academic achievements. A special accent is placed on the learning environment as a potential modulator of the direction of such effect. Reciprocal effects between self-esteem and academic achievements were observed (Trautwein et al., 2001). There are studies that appreciate that between self-esteem and academic achievement is only a frail connection (Crocker, 2001). More radical, R.F. Baumeister et al. (2003), conclude that self-respect, as a global component of the perception of the Self, has no influence over the academic performance. Jenaabadi (2014) sustained that the emotional intelligence and self-esteem of the students has no effect over their academic success.

Gajda (2016) observed a slightly positive relationship between academic achievement and creativity. It was also proved that this relationship varies,

depending on the educational stage and the school's level of performance. The dualistic model of passion (Vallerand, 2016) proposes two distinct types of passions, harmonious and obsessive, which predict different outcomes. The analyse revealed that high self-esteem predicted harmonious and positive passions, while low self-esteem resulted in obsessive passions (Lafrenière et al., 2011). Another research found that there are three categories of outcomes for the students who study music: musical outcomes – as a musical act; musical outcomes – as a social act and the construction of a strong sense of self-esteem and satisfaction, which influences the development of personal skills, enhancing personal identity and encouraging self-fulfilment, self-trust and intrinsic motivation (Kokotsaki & Hallam, 2007).

The academic self-esteem is a significant variable, which influences the academic achievements of the talented students (Lee et al., 2017). The initial question was: Do the music students have better academic outcomes than others? The results confirmed that the students interpreting music have better outcomes for all the subjects (Cabanac et al., 2013). The piano interaction (one of the most popular form of school and outside school activity – Austin, 1990) has a positive effect on self-esteem and on the musical outcomes in school, but it does not influence the other academic achievements, especially for mathematics and language (Costa-Giomi, 2004). The influence of self-esteem on the success expectancy, risk and success acceptance was noticed (McCarrey, 1984).

The measurements revealed a significant difference in the levels of self-esteem for the male and female subjects (Ghasemzadeh et al., 2012). The self-esteem of female subjects is higher than that of male subjects (Jenaabadi, 2014). Significant differences were noticed ($p < .01$) for the musical self-esteem according to the gender factor (the average value for females were higher than that of males). The musical self-esteem was an important predictor of the participation in the musical activities, both within and outside the school program. The female subjects scored a sensible higher level of the achievements and the success expectancy than their male counterparts, while no differences were registered for the indicator of general academic self-esteem (Skaalvik, 1990). The American men have a tendency to drop their level of self-esteem when compared to the American women (Magee & Upenieks, 2019). Self-esteem is a defining factor for the outcomes of education, and it is more so for females than for males subjects (Araujo & Lagos, 2013). With regard to the ratio between gender and the musical success, there could be seen a significant difference in favour of the male students (Demirsöz & Kocabaş, 2009). Gender differences were investigated taking into account the multidimensional self-esteem (Moyano et al., 2020). The female participants showed a lower level of social, academic and physical self-esteem, as well as a lower self-regard than the male participants (Rentzsch et al., 2016).

Methodology

Previous research supports the existence of a link between self-esteem and academic achievement: Ghasemzadeh, & all, 2012; JieLi, & all, 2018; Maricuțoiu,

Payne, Iliescu, 2019; Yanti Rosli, et al., 2012. The **aim** of the research was to investigate the relationship between the self-esteem of the students of the Faculty of Music and their academic and artistic achievements, in general, taking into account the gender perspective.

The research hypothesis was the premise that there is a positive correlation between the level of self-esteem and the academic and artistic achievement, respectively, for the student of the faculty of music, and that the relationship is stronger for the women.

The questionnaire-based survey was one of the methods used in the research, to which was added the test method and the analysis of academic documents. The research tools were: the questionnaire built following the analysis of the results of a qualitative approach, the Rosenberg Self-Esteem Measurement Scale and the academic results document - the catalog. To build the first of the instruments, a focus group was held with experts in the field of music (teachers, prestigious performers).

The questionnaire had 19 items coupled on four dimensions: academic results, artistic results, study / practice mobility and socio-demographic data.

The first dimension followed the academic results, the degree of satisfaction with them and the self-evaluation of the academic performance).

The second dimension focused on: results at artistic events, such as: international and national master classes, international and national awards, international and national concerts.

The third dimension investigated study mobility, respectively practice mobility in terms of location and number of months of mobility. The fourth dimension concerned socio-demographic data: gender, age, marital status, background, place of work. 11 items were of closed items and 6 items were with the possibility of open answer (items related to study / practice mobility).

The questionnaire was developed and validated especially for this research (Alpha Chronbach = .518, average value coefficient). The analysis of the academic documents aimed at recording the academic results: the average of the study year. The Rosenberg self-esteem scale aimed to measure the level of global self-esteem of students in the Faculty of Music.

The scale has ten items to which the answers are given on a Likert scale, where the value 1 represents total agreement and the value 4 - total disagreement. Five of the scale statements address the positive self-esteem side, with the remaining five statements addressing the negative self-esteem. Adding the sum of the positive self-esteem values with the negative self-esteem values indicates the value of the overall self-esteem, which was calculated for each student.

The research obtained the approval of the Ethics Commission of the Transilvania University of Brasov - Romania. The data were collected between June and July 2020. The Rosenberg Questionnaire and Self-Esteem Measurement Scale were self-applied. Participants were assured of data confidentiality. On average, completing the questionnaire and the Rosenberg Scale took 12-15 minutes for each participant. The instruments were completed by approximately 90-95% of the students of the

Faculty of Music. Initially, 80 instruments were collected, from which the incomplete ones were completely eliminated. Consent was obtained before the application of the tools, the subjects being explained the purpose of the research, the research methods and tools, the related risks and the rights they had as a participant in the research.

The group of participants to the research was formed of 72 subjects, students in one of the three years of study at the Faculty of Music at Transilvania University, from Brasov, Romania. Among them, 62.5% (42 subjects) were females, the rest of 37.5% (27 subjects) were males. According to the origin, 47 of the subjects, meaning 65.3% come from an urban environment, the rest of 25 subject, meaning 34.7% come from rural environment. From the age perspective, the majority was in the range of 21-25 years old, meaning 52 subjects (75%), 13 of the participants were under their 20s (18.1%), 4 were between 26-30 years old (5.6%), and 3 of them were over 35 years old (4.2%). Most of them are not married (95.8% - 69 of the interviewed people). Employment was another of the items to characterise the group, and 23 of the interviewed students are employed, while the rest of 49 (68.1%) are not. Among those employed, most of them (9 people, meaning 12.5%) have between 1 and 3 years of work experience, 6 of them (8.3%) count between 4 and 6 years and under one year of employment, respectively, and only one person (1.4%) has over 20 years of work experience. Taking into account the place of work, most of the employed persons, 6 of them, meaning 8.3% are teachers at music high-schools, 4 persons (5.6%) teach music at primary and middle school (I-st to VIII-th grades), 3 persons (4.2%) sing in a band employed by restaurants and bars and 2 each (2.8%) work for the Opera and *Scoala populara de Arta* (The Popular School of Arts), respectively.

Results and disscutions

Analyzing the first part of the hypothesis "is there a positive correlation between the level of self-esteem and the academic and artistic achievements for the students of the Faculty of Music", it could be found that there are Spearman correlations of average value between the self-esteem and the achievements, as follows: the correlation between self-esteem and the academic achievements is .560 with $p < 0.01$, between self-esteem and the artistic achievements is .567 with $p < 0.01$ and between the academic and artistic achievements the result is of .583 with $p < 0.01$.

Following the application of the one-way ANOVA test, an F with 2 and 69 degrees of freedom was obtained, with the value 15.147 and significantly at the level of .000 - $F(2,69) = 15.147, p < .000$. So, it can be said that there is a significant link between school results and self-esteem levels (see Table 1), which was argued by Pullmann, Allik (2008), Rosli, & all. (2012), S. Körük (2017).

The academic outcomes of most of the students are good: 31.9% (23 students) obtained between 9.50 and 10 as the average mark for the last semester, 22.2% (16 students) obtained between 9.00 and 9.49 and 12 each have the average mark between 8.50 and 8.99 and 8.00 and 8.40 respectively. There are 9 students (12.5%) with an average below 8.00.

The degree of satisfaction for those with higher results is, of course, high, but there are 3 students (4.17%) among those with average grades between 9 and 9.49 for which the satisfaction is not complete. It was interesting to find that most of the students with average grades below 8.99 are pleased with their achievements. Speaking about the level of content, only 6 (8.34%) of the students from the last category are moderately pleased and only 1 student (1.39%) is very dissatisfied with his achievements. There were average Spearman correlations - .450 ** (p-0.01) between satisfaction with academic results and academic results and .594 ** (p-0.01) between satisfaction with academic results and self-assessment of academic performance. SE VA Taking into account the self-evaluation of the academic achievements, only 9 of the 28 students (12.51%) declare that they see their academic performance as very good. Two of the students with results between 9.00-9.49 (2.78%) look at their achievement with little satisfaction. At the opposite end of the spectrum, most of the students with average grades below 8.99 (25 people – 34.75%) consider that their results are good, and 7 (9.73%) see their achievements as less than good, and only 1 (1.39%) as weak. An average Spearman correlation was recorded - .479 ** (p-0.01) between self-assessment of academic performance and academic results. A positive, average Spearman correlation was also recorded .583 ** (p-0.01) between the score obtained at artistic awards and the academic results, results confirmed by previous research, Cabanac & all. (2013), respectively Holochwost & all. (2017) and Guhn, Emerson, Gouzouasis (2020). Following the application of the one-way ANOVA test, an F was obtained with 2 and 69 degrees of freedom has the value of 7,538 and is significant at the level of .001 - $F(2,69) = 7.538, p < .001$. So it can be stated that there is a significant link between the scores recorded at artistic awards and the levels of self-esteem (see Table 1).

Table no 1. Anova one-way test results

		Sum of Squares	Df	Mean Square	F	Sig.
Academic results	Between Groups	43.256	2	21.628	15.147	.000
	Within Groups	98.522	69	1.428		
	Total	141.778	71			
Award score	Between Groups	48.572	2	24.286	7.538	.001
	Within Groups	222.303	69	3.222		
	Total	270.875	71			

The analyses of the average of the artistic achievements revealed that the higher of the means is registered for the national concerts (see Table 2): 2.33 with standard deviation of 0.277, followed by the national master class – 1.70 with standard deviation of 0.143, national prizes – 1.69 with standard deviation of 0.277, practice mobility – 1.41 with standard deviation of 0.147, international concerts – 1.36 with standard deviation of 0.124, international master class – 1.27 with standard deviation

of 0.086. The lowest of the means are for the international prizes, 1.08 with standard deviation of 0.043 and the study mobility – 1.02 with standard deviation of 0.027.

Table no 2: Values of averages for students' artistic results

No	ACTIVITIES	Mean	Std. deviation
1	International master class	1,2778	,08672
2	National master class participation	1,7083	,14323
3	International awards	1,0833	,04311
4	National awards	1,6944	,20521
5	International concerts	1,3611	,12401
6	National concerts	2,3333	,27762
7	Study mobility	1,0278	,02778
8	Practical mobility	1,4167	,14769

The analyses of the self-esteem indicators (see Table 3) revealed that most of the subjects, 29 (40.02%), placed themselves in the middle of the range, 26 (29.6%) – at the high end of the range (3 subjects – 3.7%) and that their average grades are in the interval between 9.00 and 10. Therefore, high grades correlate with high self-esteem (spearman correlation .560** with p-0.01). Only 10 of the students (13.76%) with average grades over 9.00 have a low level of self-esteem. The analyze of self-esteem and academic achievements of the students of the Faculty of Music also included a gender perspective. Considering the average grades, the females are better distributed in the interval between 9.50 and 10: 28.89%, and only 4.44% each have a high level of self-esteem and 4.44% have a low level of self-esteem. In the same average grades interval, the males scored with almost 10% less, 18.5 have a middle level of self-esteem and 3.7% have a high level of self-esteem, with no percent for the low values. The more representative interval with average grades between 9.00 and 10 reveals a number of 20 females (55.33%) with medium and high level of self-esteem and only 9 males (33.35%) with similar levels of self-esteem. The Spearman correlation between the self-esteem level and the academic achievements is positive, showing a middle level for females - .541** with p-0.01 and over the middle for the males, surpassing the female correlation - .622** with p-0.01.

Table no 3: Academic results - self-esteem, gender perspective

Gender		Self esteem – levels			totally subjects	
		over 36	between 30-36	between 13-29		
Female	Academic results	between 9,50 – 10	4.44%	28.89%	4.44%	17
		between 9,00 - 9,49	0	11.11%	13.33%	11
		between 8,50 - 8,99	0	11.11%	4.44%	7
		between 8,00 - 8,49	0	0	13.33%	6
		under 8,00	0	2.22%	6.67%	4

	Total		4.44%	53.33%	42.21%	45
Males	Academic results	between 9,50 – 10	3,7%	18,5%	0	6
		between 9,00 - 9,49	0	11,1%	7,4%	5
		between 8,50 - 8,99	0	11,1%	7,4%	5
		between 8,00 - 8,49	0	11,1%	11,1%	6
		under 8,00	0	0	18,5%	5
	Total		3,7%	51,8%	44,4%	27
Total	Academic results	between 9,50 – 10	4.14%	24.84%	2.76%	23
		between 9,00 - 9,49	0	11,04%	11,04%	16

If we look at the artistic achievements and self-esteem, we can see that the high and middle levels of self-esteem register the higher values of artistic achievements: 56.58% - 26 subjects. It can be said that self-esteem correlates positively with the artistic achievements: positive Spearman correlation of medium level with a value of .567** for p-0.01. Introducing the gender perspective, we see that the results mildly favor the females on the three-scale level of self-esteem (see Table 4). Small difference, between 0.8 and 2.20 is in favor of the females, who, on all the three levels gathered more prizes. The Spearman correlation between the self-esteem and the artistic achievements is positive, of medium level for the females with .524** cu p-0.01 and for the males is over the medium and surpasses the females, with .627** with p-0.01. In what concerns the artistic achievements, according to the values of t, the females are at (23.068) for p-.000 with values between 6.77 and 8.07, compared to t (27.022) for p-.000 with values between 7.35 and 8.56 for males. Among the artistic achievements, self-esteem establishes a positive correlation on the medium level with national master class (.577**), international prizes (.402**) and national prizes (.434**).

Table no 4. Score artistic results (awards) - self-esteem, gender perspective

Score awards / Gender		Self-esteem –levels (subjects - percents)			
		over 36	between 30-36	between 13-29	
Female	Score awards	201-300 awards	0	1s.-2.22%	0
		101-200 awards	0	2s.-4.44%	0
		76-100 awards	0	1s.-2.22%	1s.-2.22%
		51-75 awards	2s.-4.44%	0	0
		6-10 awards	0	1s.-2.22	2s.-4.44%
		1-5 awards	0	17s.-37.74%	4s.-8.88%
		None	0	2s.-4.44%	12s.-26.64%
	Total	2s.-4.44%	24s.-53.28%	19s.-42.18%	
Male	Score	76-100 awards	0	1s.-3.7%	0

awards	26-50 awards	0	1s.-3.7%	0
	11-25 awards	0	3s.-11.1%	0
	6-10 awards	0	1s.-3.7%	0
	1-5 awards	0	6s.-22.2%	1s.-3.7%
	None	1	2s.-7.4%	11s.-40.7%
Total		1s.-3.7%	14s.-51.8%	12s.-44.4%
Score	201-300 awards	0	1s.-1.38%	0
	101-200 awards	0	2s.-2.76%	0
	76-100 awards	0	2s.-2.76%	1s.-1.38%
	51-75 awards	2	0	0
	26-50 awards	0	1s.-1.38%	0
awards	11-25 awards	0	3s.-4.14%	0
	6-10 awards	0	2s.-2.76%	2s.-2.76%
	1-5 awards	0	23s.-31.74%	5s.-6.9%
	None	1s.-1.38%	4s.-5.52%	23s.-31.74%
	Total		3s.-4.14%	38s.-52.44%

Extending the analyses to the comparison between the academic and artistic achievements, we can find a middle level positive Spearman correlation: .583** with p-0.01. Looking at the two gender groups, females and males, it can be seen that the girls achieving academic results over 9.00 have more artistic results compared to their male colleagues. Among the girls with average grades over 9.00, more than half, 25 girls (55.25% declare artistic results (for at least one of the categories master class, prizes, concerts, mobility) compared to 33.33% boys (9 of the subjects) with average grades over 9.00 (see Fig. 1 and Fig. 2).

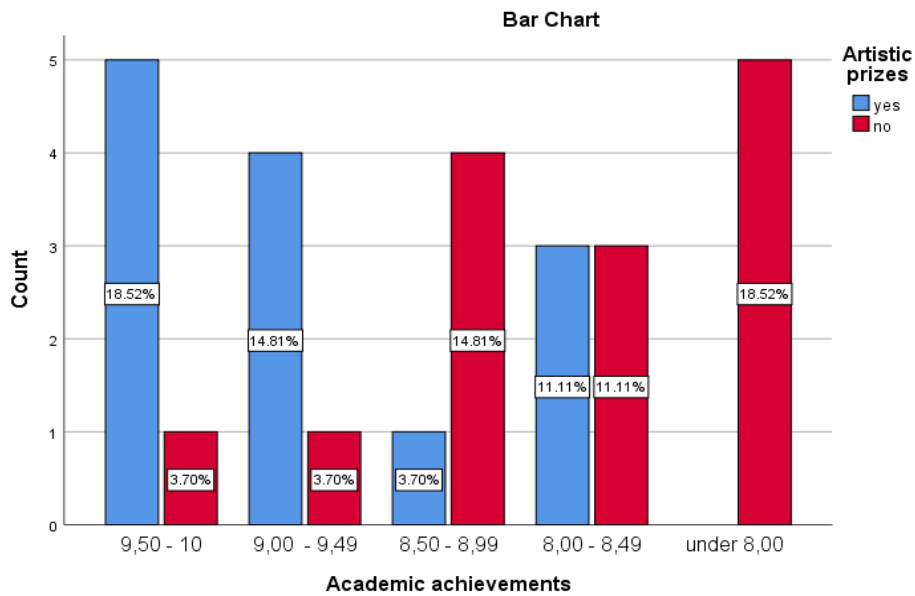


Figure no 1. The relationship between academic results and artistic results - gender perspective male

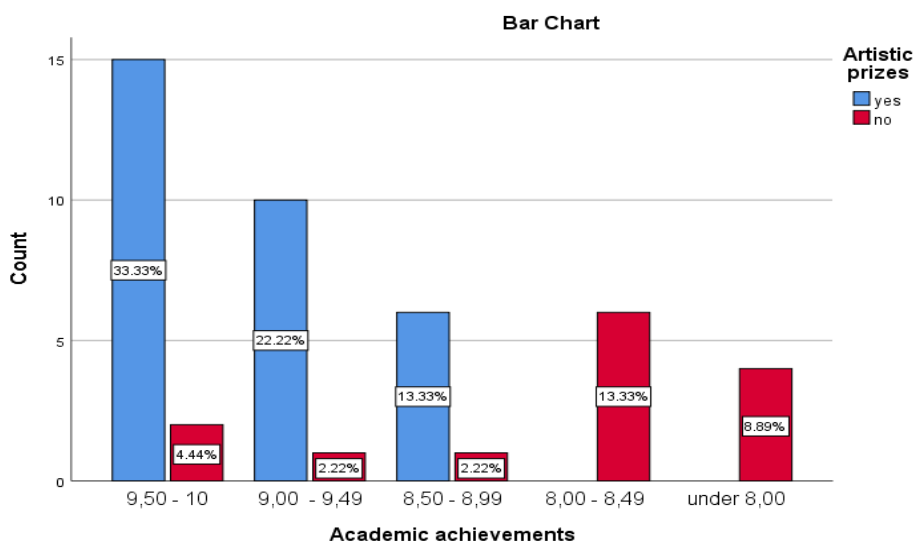


Figure no 2. The relationship between academic results and artistic results - gender perspective female

If we look at the averages for the three big variables, they are sensitive in favor of boys, so for self-esteem the value for girls is 2.37 and for boys 2.40; for artistic awards - values of 7.42 for girls and 7.96 for boys were recorded and for academic results, the values were: 2.31 for girls and 2.96 for boys (see Table 5).

Discussion

Authors should discuss the results and how they can be interpreted in perspective of previous studies and of the working hypotheses. The findings and their implications

should be discussed in the broadest context possible. Future research directions may also be highlighted.

The existence of Spearman correlations, of average value, between self-esteem and the obtained academic results was found, as follows: between self-esteem and academic results .560 ** with $p < 0.01$, between self-esteem and artistic results .567 ** with $p < 0.01$ (see research on the existence of a relationship between self-esteem and academic achievement: Köller, Baumert, 2006; Ghasemzadeh & all, 2012; Li & all, 2018; Topçu & Leana-Taşçılar, 2018; Maricuțoiu, Payne, Iliescu, 2019) and between academic and artistic results .583 ** with $p < 0.01$.

A medium-level Spearman correlation was also recorded - .583 ** ($p < 0.01$) between the score obtained at artistic awards and academic results. Following the application of the one-way ANOVA test, an F with 2 and 69 degrees of freedom was obtained, with the value of 7,538 and significant at the level of .001 - $F(2,69) = 7.538, p < .001$. It can be stated that there is a significant link between the scores recorded at artistic awards and the levels of self-esteem (see Guhn, Emerson, Gouzouasis, 2020 and Cabanac, & all, 2013).

The Spearman correlation calculated between the level of self-esteem and academic results is a positive one, for girls being an average level, .541 ** with $p < 0.01$ and for boys being a correlation that exceeds the average level and exceeds that of girls .622 ** with $p < 0.01$. The Spearman correlation calculated between the level of self-esteem and the artistic results is a positive one for girls, it is of average level, being .524 ** with $p < 0.01$ and for boys it is a correlation that exceeds the average level and exceeds that of girls being .627 ** with $p < 0.01$ (see Demirsöz, Kocabaş, 2009).

Looking inside the two groups, girls and boys, it is observed that girls with academic results above grade 9.00 get more artistic results, compared to their colleagues, boys. Of the girls with a grade over 9.00, more than half, 25 girls (55.25%) say they have artistic results (at least one of the categories: master class, awards, concerts, mobility) compared to 33.33% (9 subjects) of boys with grades over 9.00. If we look at the averages for the three big variables, they are sensitive in favor of boys, so for self-esteem the value for girls is 2.37 and for boys 2.40; for artistic awards - there were values of 7.42 for girls and 7.96 for boys and for academic results, the values were: 2.31 for girls and 2.96 for boys.

Conclusion

The central pillar of personality, self-esteem, is one of the predictors of results recorded in different areas of life. It influences academic results; it also influences artistic results. And in the case of the students of the Faculty of Music, the previous statements are valid.

The results of our research showed that there is a link between self-esteem and artistic results (ANOVA - F with 2 and 69 degrees of freedom, with the value of 7,538 and significant at the level of .001 - $F(2,69) = 7.538, p < .001$) and between self-esteem and academic outcomes (Spearman correlation - .560 ** with $p < 0.01$).

The research also showed a link between academic and artistic results (Spearman correlation - .583 ** (p<0.01). The gender perspective on the investigated issue, showed slightly higher values, in favor of boys, both in that looks at the dyad: self-esteem - academic results, as well as the other dyad: self-esteem - artistic results (awards obtained).

Several limitations can be identified to the research. The first would be that it is restricted only to the Romanian population. The second would be that it refers strictly to the students of the Faculty of Music. The third refers to the small group of investigated variables: self-esteem and academic and artistic results, respectively.

The efficiency or effectiveness of the results could also be considered. Thus, the research leaves open the perspective of its continuation by investigating other factors that may have an effect on academic and artistic results, such as self-efficacy, self-control, locus of control. in the current education system, from this beginning of the millennium 3. Also, the self-esteem dyad - results obtained should be capitalized in order to identify sustainable ways.

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