International Journal of Social Impact
ISSN: 2455-670X
Volume 9, Issue 2, DIP: 18.02.021/20240902
DOI: 10.25215/2455/0902021
www.ijsi.in |April-June, 2024

Research Paper

Influence of Self-Esteem and Academic Motivation on Resilience among Young Adults

Sneha Bhardwaj[1]*, Dr. Smriti Sethi[2]

ABSTRACT

The transition to adulthood poses various challenges for young adults, including academic pressures and personal struggles. This study explores the influence of self-esteem and academic motivation on resilience in this population. Using a sample of 120 participants aged 18–29, with equal representation of both genders, we employed the Rosenberg Self-Esteem Scale (RSES), the Academic Motivation Scale (AMS), and the Connor-Davidson Resilience Scale (CD-RISC) to assess these constructs. Results indicate a negative correlation between self-esteem and academic motivation, with resilience positively correlated with the latter. Higher self-esteem predicts greater resilience, and no significant gender differences were observed. These findings highlight the complex interplay between self-esteem, academic motivation, and resilience in young adults and underscore the importance of considering multiple factors in understanding their psychological well-being. The implications of these findings for interventions and support strategies aimed at enhancing young adults' resilience are discussed, along with suggestions for future research.

Keywords: *Self-Esteem, Academic Motivation, Resilience, Young Adults, Psychological Well-Being*

In today's society, young adults encounter numerous challenges in academics, including competition and personal struggles like low self-esteem and motivation. These factors significantly affect their resilience, the ability to bounce back from setbacks. This research explores how self-esteem and academic motivation impact resilience in young adults, recognized factors in predicting academic achievement and well-being. Understanding self-esteem and academic motivation is crucial for promoting the well-being and success of young adults. High self-esteem correlates with better mental health and coping abilities, while low self-esteem increases vulnerability to stress. Academic motivation, encompassing intrinsic and extrinsic factors, predicts academic success and well-being.

Self-esteem, as defined by Rosenberg (1965), reflects an individual's evaluation of their self-worth and competence. It includes self-acceptance, self-respect, and self-confidence. High self-esteem is associated with better mental health and coping abilities, while low self-esteem increases vulnerability to stress.

[1]Student, Amity Institute of Psychology & Allied Sciences, Amity University, Uttar Pradesh.
[2]Assistant Professor, Amity Institute of Psychology & Allied Sciences, Amity University, Uttar Pradesh.
*Corresponding Author

Received: April 18, 2024; Revision Received: May 15, 2024; Accepted: May 18, 2024

Academic motivation, according to Deci and Ryan (1985), involves the desire, drive, and enthusiasm for academic engagement and goals. It includes intrinsic, extrinsic, and amotivation, reflecting diverse motivational sources. Intrinsically motivated students pursue learning for its inherent enjoyment, showing persistence and adaptive learning strategies, predicting academic success and well-being.

This study aims to investigate how self-esteem and academic motivation jointly influence resilience in young adults, an area with limited prior research. By examining their interaction, we seek to provide insights into interventions and support strategies for enhancing the resilience of young adults during the challenges of emerging adulthood.

REVIEW OF LITERATURE

Rosenberg (1965) emphasized the role of self-esteem in adolescence, shaping perceptions of worth and competence for psychological well-being. Dweck (1999) distinguished fixed and growth mindsets, indicating that those with a growth mindset are more resilient, seeing setbacks as learning opportunities. Smith and Johnson (2019) found a positive link between self-esteem and resilience in college students, emphasizing self-esteem's vital role in fostering resilience during the college transition. Jones and Williams (2020) investigated the relationship between academic motivation and resilience in 500 high school students. They found a positive correlation between intrinsic academic motivation and resilience, suggesting that intrinsically motivated students may have better coping abilities. Chen and colleagues (2021) found a significant interaction between self-esteem and academic motivation in influencing resilience in young adults, indicating that those with high levels of both factors exhibit the highest resilience levels.

THEORETICAL FRAMEWORK

Self-Esteem Theory (Rosenberg, 1965) suggests that individuals' self-evaluation influences their well-being and coping strategies, with higher self-esteem correlating with better outcomes. Self-Determination Theory (Deci & Ryan, 1985) posits that intrinsic motivation is essential for fulfilling basic needs and fostering resilience. Resilience Theory (Masten, 2001) defines resilience as the ability to adapt positively to adversity, shaped by internal and external factors, enabling individuals to thrive despite challenges.

METHODOLOGICAL FRAMEWORK

Aim: To examine the influence of self-esteem and academic motivation on resilience among young adults.

Objectives

1. To examine the relationship between academic motivation and resilience in young adults.
2. To examine the relationship between self-esteem and resilience among young adults.
3. To examine self-esteem as a predictor of resilience in young adults.
4. To examine the gender differences on the level of self-esteem, academic motivation and resilience among young adults.

Hypotheses

1. Higher levels of self-esteem will be positively correlated with greater resilience in young adults.
2. Higher levels of academic motivation will be positively correlated with greater resilience in young adults.

3. Self-esteem will be a significant predictor of resilience in young adults, with higher levels of self-esteem associated with greater resilience.
4. There will be significant gender differences in self-esteem, academic motivation, and resilience among young adults, with one gender demonstrating higher levels in these constructs compared to the other.

Sampling Techniques

Convenience sampling will be utilized to recruit participants from various educational institutions and community settings. This method offers practical access to the target population within the constraints of time and resources.

Sample Size: The study involves a total of 120 participants, with 60 males and 60 females aged 18–29. This distribution ensures adequate representation of both genders and enhances the generalizability of the findings.

Tools Used

- **Rosenberg Self-Esteem Scale (RSES):** The RSES, developed by Morris Rosenberg in 1965, assesses global self-esteem through 10 items rated on a 4-point Likert scale. It demonstrates high internal consistency reliability (Cronbach's alpha 0.80-0.90) and satisfactory test-retest reliability over two weeks.
- **Academic Motivation Scale (AMS):** The Academic Motivation Scale (AMS), developed by Robert J. Vallerand and colleagues, assesses intrinsic motivation, extrinsic motivation, and amotivation in academics. It has good reliability (Cronbach's alpha 0.70-0.90) and satisfactory test-retest reliability.
- **Connor-Davidson Resilience Scale (CD-RISC):** Developed in 2003, this widely used self-report measure consists of 25 items assessing resilience, including personal competence and positive acceptance of change. It shows good internal consistency reliability (Cronbach's alpha > 0.80) and satisfactory test-retest reliability.

RESULT AND DISCUSSION

Figure 1

Correlations

		Self Esteem Scale	Academic motivation scale	Resilience scale
Self Esteem Scale	Pearson Correlation	1	-.075	-.495**
	Sig. (1-tailed)		.207	.000
	N	120	120	120
Academic motivation scale	Pearson Correlation	-.075	1	.422**
	Sig. (1-tailed)	.207		.000
	N	120	120	120
Resilience scale	Pearson Correlation	-.495**	.422**	1
	Sig. (1-tailed)	.000	.000	
	N	120	120	120

**. Correlation is significant at the 0.01 level (1-tailed).

In figure 1 the correlation analysis showed a significant negative correlation between self-esteem and academic motivation ($r = -.495$, $p < .01$), indicating that individuals with higher levels of self-esteem tended to have lower levels of academic motivation. Additionally, there was a significant positive correlation between resilience and academic motivation ($r = .422$, $p < .01$), suggesting that individuals with higher levels of resilience also tended to have higher levels of academic motivation.

Figure 2 & 3

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Resilience scale	male	60	63.58	14.256	1.840
	female	60	66.87	15.313	1.977
Academic motivation scale	male	60	130.33	27.382	3.535
	female	60	127.28	24.289	3.136
Self Esteem Scale	male	60	22.75	5.281	.682
	female	60	19.70	4.511	.582

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Resilience scale	Equal variances assumed	118	.227	-3.283
	Equal variances not assumed	117.401	.227	-3.283
Academic motivation scale	Equal variances assumed	118	.520	3.050
	Equal variances not assumed	116.345	.520	3.050
Self Esteem Scale	Equal variances assumed	118	.001	3.050
	Equal variances not assumed	115.188	.001	3.050

Figure 2 and 3 shows results for gender differences in resilience, academic motivation, and self-esteem did not show any significant differences between males and females. Both genders had similar mean scores for these variables, indicating that there were no gender disparities in terms of resilience, self-esteem, and academic motivation.

Figure 4, 5, 6 & 7

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.422[a]	.178	.171	23.503

a. Predictors: (Constant), Resilience scale

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.495[a]	.245	.239	4.472

a. Predictors: (Constant), Resilience scale

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.385	1.849		17.513	.000
	Resilience scale	-.171	.028	-.495	-6.188	.000

a. Dependent Variable: Self Esteem Scale

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	80.846	9.720		8.318	.000
	Resilience scale	.735	.145	.422	5.059	.000

a. Dependent Variable: Academic motivation scale

Furthermore, the regression analysis demonstrated that resilience was a significant predictor of academic motivation ($\beta = .422$, $p < .01$), with higher levels of resilience associated with higher levels of academic motivation. Similarly, resilience was also a significant predictor of self-esteem ($\beta = -.495$, $p < .01$), indicating that individuals with higher levels of resilience tended to have lower levels of self-esteem.

Figure 8- The scatterplot shows correlation between self- esteem and resilience scale

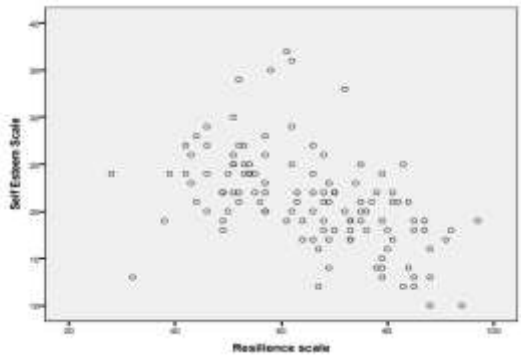
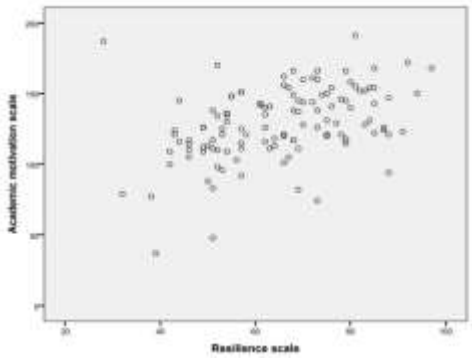


Figure 9- The scatterplot shows correlation between academic motivation and resilience scale



CONLUSION

The study found that higher levels of self-esteem were negatively correlated with academic motivation, while resilience was positively correlated with academic motivation. Self-esteem was a significant predictor of resilience, indicating that higher self-esteem was associated with greater resilience in young adults. No significant gender differences were observed in self-esteem, academic motivation, and resilience among young adults. These results emphasize the intricate relationships between self-esteem, academic motivation, and resilience in young adults, underscoring the need to consider multiple factors when studying psychological constructs in this population.

Limitation

While offering valuable insights, the study has limitations to acknowledge. The use of convenient sampling and a small sample size of 120 young adults from the Indian National Capital Region limits generalizability. Additionally, reliance on self-reported measures may introduce response bias. The cross-sectional design hinders causal inference, and the lack of longitudinal data impedes understanding of relationships over time. Future research should address these limitations for a more comprehensive understanding.

Implications:

1. The study revealed significant positive correlations between self-esteem and resilience, as well as between academic motivation and resilience in young adults, suggesting that interventions targeting self-esteem and academic motivation could enhance resilience in this population.
2. Gender differences were not significant in self-esteem, academic motivation, and resilience among young adults, indicating that these psychological factors may operate similarly across genders in this sample.

Recommendations

1. Educational institutions and mental health professionals should consider implementing programs or interventions aimed at enhancing self-esteem and academic motivation to promote resilience in young adults.
2. Future research could explore additional predictors of resilience in young adults, such as social support, coping strategies, or personality traits, to gain a more comprehensive understanding of factors contributing to resilience in this population.
3. Longitudinal studies should be conducted to examine the evolution of self-esteem, academic motivation, and resilience over time in young adults, providing insights into the development of these constructs and potential intervention strategies.

REFERENCES

Chen, L., et al. (2021). The interaction between self-esteem and academic motivation in influencing resilience in young adults. Journal of Youth and Adolescence, 50(2), 345-352.

Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). Depression and Anxiety, 18(2), 76-82.

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer Science & Business Media.

Dweck, C. S. (1999). Self-theories: Their role in motivation, personality, and development. Psychology Press.

Jones, L., & Williams, K. (2020). Academic motivation and resilience in high school students. Journal of Educational Psychology, 112(4), 589-596.

Mann, M., Hosman, C. M., Schaalma, H. P., & de Vries, N. K. (2004). Self-esteem in a broad-spectrum approach for mental health promotion. Health Education Research, 19(4), 357-372.

Orth, U., Robins, R. W., & Widaman, K. F. (2012). Life-span development of self-esteem and its effects on important life outcomes. Journal of Personality and Social Psychology, 102(6), 1271–1288.

Rosenberg, M. (1965). Society and the adolescent self-image. Princeton University Press.

Rosenberg, M. (1965). Society and the adolescent self-image. Princeton University Press.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68–78.

Smith, J., & Johnson, A. (2019). The relationship between self-esteem and resilience in college students. Journal of College Student Development, 60(3), 279-285.

Vallerand, R. J., Pelletier, L. G., Blais, M. R., Brière, N. M., Senécal, C., & Vallières, E. F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. Educational and Psychological Measurement, 52(4), 1003-1017.

Acknowledgment
The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest
The author(s) declared no conflict of interest.

How to cite this article: Bhardwaj, S. & Sethi, S. (2024). Influence of Self-Esteem and Academic Motivation on Resilience among Young Adults. *International Journal of Social Impact*, *9*(2), 145-151. DIP: 18.02.021/20240902, DOI: 10.25215/2455/0902021