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**SELF-ESTEEM AND ACHIEVEMENT MOTIVATION AMONG CO-ED
AND WOMEN'S COLLEGE UNDERGRADUATE GIRLS IN
SHIVAMOGGA DISTRICT, KARNATAKA**

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Abstract

In the present study was conducted to examine the self-esteem and achievement motivation among co-ed and women's college undergraduate girls. School, college and family play a very important role in individual's socialization. Similar to the family, school and college also plays significant role in every one's life. In schools, the children involve in mutual interactions or activities and develop good intimate relationships. When children reach college education or adolescent period, they become more attached to their peers and college than their family. Mainly there are two types of education system such as Co-education and Women's education system. The sample for the study consisted of 80 undergraduate girls (40 Co-ed undergraduate girls and 40 women's college undergraduate girls), aging between 19-21 years. The Self Esteem Scale by Rosenberg and the Achievement Motivation Test by Bhargava were used to collect the data. The obtained data was analysed by using mean, SD and 't'- test. Further, Karl Pearson's coefficient of correlation was applied. The result of the study concluded that there is a significant difference between co-ed and women's college undergraduate girls on self-esteem, and there is a significant difference between co-ed and women's college undergraduate girls on achievement motivation. Also, there is a significant relationship between the self-esteem and achievement motivation among co-ed and women's college undergraduate girls.

This is an area that needs further research and exploration, Co-ed and women's various colleges need to be studied to further validate the findings of this study.

Keywords: Self-Esteem, Achievement Motivation, Female, Co-ed and Women's College

1. INTRODUCTION

'Prepare the child for future life', it's the slogan or aim of the 21st century. By birth no one is master or learn in any aspect of their life. From birth onwards slowly everyone learns and acquire different skills and knowledge related to their physical, emotional, psychological, and social factors and functioning through formal and informal mode. Everyone learns and master all aspects through the education. The word education is derived from the three different Latin words "educare" which means "to raise" or "to bring up". Another Latin term "educere" meaning "to lead forth" or "to come out" and "educatum" is also another Latin term for education, it means "act of teaching" or "act of training". Mahatma Ghandhi (1937) defines education as "an all-round drawing out of the best in child and man's body, mind and spirit".

School, college and family play significant role in every one's life. The children involve in mutual interactions or activities and develop good intimate relationships in school and college. When adolescent reach the college education, they become more attached to their peers and college than their family. Usually there is two types of education system

in India such as Co-ed education and Unisex or women's education system. Co-ed education and Women's education system play a significant role in adolescent overall developments. Co-ed education denotes propagating education for boys and girls within the same educational setup or institution. In other words, children belonging to both the genders boys and girls study in the one educational institution together. Unisex or women's education refers to the kind of education in which boys and girls exclusively belonging to one particular gender either boys or girls use to study. Under graduation or undergraduate studies refers to the first level of higher education pursued after completing second PUC or 12th grade. It leads to an undergraduate degree, most commonly a bachelor's degree such as Bachelor of Arts, commerce and Science, and provides foundational knowledge in a chosen field while developing critical thinking skills for entry-level jobs or further education.

The students of undergraduate have Self-esteem and achievement motivation. Self-esteem and achievement motivation is related to each other. Self-esteem and achievement motivation are naturally associated and together a wide range of performance indicators, self-esteem is a more global and universal perception and influenced by all the daily domains of individual performance. In the fields of psychology, the word self-esteem is used to explain a person's entire sense of self-worth or individual personal value. Sometimes the self-esteem considers to personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a so many beliefs about the self, such as the appraisal of one's self appearance, beliefs, emotions, and behaviours. Self-esteem is how we give value ourselves.

There are many types of motivation such as internal motives, external motives physiological motives, and achievement motivation. Negative forms of motivation are also there. The need for achievement is greatest for those individuals who have a strong desire to excel. Achievers seek neither power nor approval; rather, their only focus is on success.

Weiner B (1985) defined as "achievement motivation the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external".

2. REVIEW OF LITERATURE

Smith (1996) stated the influence of co-education schooling on the self-concept and academic achievement. Nagar, Sharma and Chopra (2008) findings implied average level of self-esteem among them. Kenchappanavr (2012) found that female students of co-educational colleges have high self-regard than their counterparts. Shastri V N (2013) explored that there is significant difference in achievement motivation among pure science and applied science students, and also the achievement motivation doesn't differ significantly among high and low academic performer but there is a significant difference between achievement motivation of boys and girls. Heydari, Madani and Rostami (2013) investigate that the relationship between achievement motive, self-esteem with entrepreneurship orientation in the Azad Islamic University of Khomein. They used Pierson correlation of coefficient the result showed that entrepreneurship orientation has a positive and meaningful relationship with achievement motivation and self-esteem. Sekhar and Devi (2015) have found that. They are selected 80 undergraduate students of different colleges from Jammu surrounding, male 40 and female 40. Age range is 18-23. The result shows there is significant difference between the achievement motivation of sciences and arts, male and female undergraduate students. Riordan (1985) and Lee et al, (1986) in their study found positive growth of self-esteem among the girls belonging to unisex education compared to their counterparts. Helat (2007) conducted a study on the influence of type of education on the self-esteem of girls studying in university colleges. The results implied strong association between self-esteem and increasing academic achievement. The girls studying in unisex colleges possessed better self-esteem as compared to the girls studying in co-educational colleges.

3. PURPOSE OF THE STUDY

Now a day the competition is very high in all fields of human life. Including educational fields also the students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Academic stress is the feeling of anxiety or apprehension over ones performance in the academic activities. it can lead to students being unable to perform to the best of their abilities in examinations. At colleges there is a range of academic pressure feel, worry, over grades, parental pressure, competition, sports, or a tough class load. To know this the investigator decides to analysis the self-esteem and achievement motivation among girls studying in co-ed and

women’s college undergraduate students.

Aim

This study to assess the difference among co-ed and women’s college girls students with respect to the two variables, namely self-esteem and achievement motivation and thus entitled, “self-esteem and achievement motivation among co-ed and women’s college undergraduate girls in shivamogga district, karnataka”.

Objectives of the study:

1. To find out the degree of self-esteem in co-ed and women’s college undergraduate girls students.
2. To find out the degree of achievement motivation in co-ed and women’s college undergraduate girls students.
3. To find out the relationship between self-esteem and achievement motivation among co-ed and women’s college undergraduate girls students.

Hypotheses:

1. There would be significant difference in the self-esteem of co-ed and women’s college undergraduate girl students.
2. There would be significant difference in the achievement motivation of co-ed and women’s college undergraduate girl students.
3. There would be significant correlation between self-esteem and achievement motivation of co-ed and women’s college undergraduate girl students.

4. METHOD

Sample:

In the present study purposive sampling technique was used for collecting the data. Sample comprised of 80 undergraduate students (Co-ed girls=40 and Women’s college girls=40). The age ranges of the samples are 19 to 21 years and were selected from various undergraduate colleges, Shivamogga city. Karnataka state, India.

Tools used for the Study:

1. Self- esteem: This scale developed by Rosenberg (1965). This scale has adapted for Indian population (Prashant & Arora 1988). This scale consists of 10 items. Half items are positively worded and half negatively worded all statements related to overall feelings of self-worth or self-acceptance. The items are answered on a four-point scales ranging from strongly agree to strongly disagree. Its reproducibility coefficient is 0.89, test-retest reliability was found to be 0.80. Validity to be 0.45. High score indicates high self-esteem and low score indicate low self-esteem.
2. Achievement Motivation: This scale was developed by Bhargava (1994) was used to collect the data. It consisted of 50 statements. And National Psychological Corporation, Agra was published this scale. Each item has three alternatives and respondents have to select one alternative by putting a tick mark. Test-retest reliability is 0.91 and validity is 0.85.

Data collection procedure:

He takes the permission from the respective authorities of different co-ed and single sex UG colleges at Shivamogga city for collecting data. Then he builds a good rapport with students then he explained about the purpose and importance of tests to the sample and thus administered both the tests. After the data collection, all the tests were scored as per the scoring pattern according to test manual.

Statistical analyses:

Mean, SD, ‘t’ test and Spearman’s coefficient of correlation is used for the data analysis.

5. RESULTS AND DISCUSSION

Table 1: shows the Mean, SD, and ‘t’ value of overall self-esteem of co-ed and women’s college undergraduate girls.

	Co-ed college girls (N=40)	Women’s college girls (N=40)	

Variable	Mean	SD	Mean	SD	t value
Self-esteem	69.85	5.55	66.67	4.82	2.37*

***Significant at 0.05 level**

Table no-1 reveals the result of self-esteem of co-ed and women’s college undergraduate girls. The overall self-esteem of co-ed college girls mean =69.85, SD= 5.55. And the women’s college girls mean= 66.67, SD= 4.82. The obtained ‘t’ value is 2.37, which is highly significant at 0.05 level. This shows that the self-esteem of co-ed college girls is high than the girls of women’s colleges. Hence, few studies available on self-esteem are quoted by Kenchappanavr (2012) found that female students of co-educational colleges have high self-regard than their counterparts.

Table 2: shows the Mean, SD, and ‘t’ value of overall achievement motivation of co-ed and women’s college undergraduate girls.

Variable	Co-ed college girls (N=40)		Women’s college girls (N=40)		t-value
	Mean	SD	Mean	SD	
Achievement motivation	124.63	3.5	146.02	5.19	16.39*

***Significant at the 0.05 level**

Table no-1 reveals the result of achievement motivation of co-ed and women’s college undergraduate girls. The overall achievement motivation of co-ed college girls mean =124.63, SD= 3.5. And the women’s college girls mean= 146.02, SD= 5.19. The obtained ‘t’ value is 16.39, which is highly significant at 0.05 level. This shows that the achievement motivation of women’s college girls is high than the girls co-ed colleges. Hence, few studies available on achievement motivation are quoted by Devakumar (2018) studied gender differences in achievement motivation and academic self-concept of SSC board students. It was found that there was significant difference in achievement motivation scores where the girls scored higher than the boys.

Table 3: Shows Correlation between self-esteem and achievement motivation of of co-ed and women’s college undergraduate girls.

Variables	N	r
Self-esteem	80	0.4126**
Achievement motivation		

**** Significant at the 0.01 level**

Table no 3 reveals that the Karl Pearson’s correlation of self-esteem and achievement motivation among co-ed and women’s college undergraduate girls r-value is 0.4126. And it is significant at 0.01 level. Analysis of the table indicates that there is very highly significant positive correlation between self-esteem and achievement motivation among co-ed and women’s college undergraduate girls. Hence, few studies are available on self-esteem and achievement motivation are quoted by Heydari, Madani and Rostami (2013) investigate that the relationship between achievement motive and self-esteem with entrepreneurship orientation in the Azad Islamic University of Khomein. Correlation of coefficient has a positive and meaningful relationship with achievement motivation and self-esteem

Suggestions:

- The students should be regular in attending and concentrating the class or lectures.
- End of academic year study habit should be avoided.
- Should be seven hours of sleep is regular mandatory for the body to function well.
- The student should select the best time and place for studying.
- The students are aware of the exact topics that are going to come for the exams
- Student should solve the previous year question papers should give you an idea about the exam pattern.
- Taking short break middle of the reading.
- Students should remain calm and stop being nervous in the examination hall.
- Academic stress can be very much reduced with the consistent preparations right from the beginning.
- The students should be maintaining overall health specifically mental health and psychological health.

6. CONCLUSION

1. There is a significant difference between co-ed and women's college undergraduate girls on self-esteem.
2. There is a significant difference between co-ed and women's college undergraduate girls on achievement motivation.
3. There is a significant relationship between self-esteem and achievement motivation among co-ed and women's college undergraduate girls

Many studies have been done in the field of undergraduate college students which have provided new insights into the learning and learning aspects of students. The present study was conducted to find out the self-esteem and achievement motivation of undergraduate college students. Empirical evidence of this study suggests two general conclusions about the effectiveness of single sex and co-education setting. First, single sex undergraduate colleges do not contribute much for developing self-esteem than co-ed undergraduate colleges. Second, it is evident that the achievement motivation of the studying in single sex institute girls very highly, their focuses on their studies and have good achievement motivation than co-ed undergraduate girls. Hence, we may suggest that single sex institute provide better learning environment and motivate to better achieving goals. Whilst with these two differing results we may not clearly support for single sex institutes.

7. STATEMENTS & DECLARATIONS:

Use of AI Statement

The authors declare that they have not used generative artificial intelligence, specifically ChatGPT in the writing of this manuscript and/or in the creation of images, graphics, tables, or their corresponding captions

Conflict of Interest and Declarations:

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