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INTELLIGENCE, SELF-ESTEEM AND ACADEMIC ACHIEVEMENT IN KOSOVO YOUTH

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Introduction

Numerous studies have investigated the impact of self-esteem and intelligence on academic achievement. The findings are generally inconsistent.

Kosovo is the youngest country in Europe — both as regards its acknowledgement as an independent state and the average age of its population. Kosovo's population of about 1.8 million is the youngest in Europe, with an average age of 26 years.

As regards research studies examining correlations between intelligence, self-esteem and academic achievement of youth from Kosovo, so far no studies have been published.

The aim of this study was to understand the relationship between intelligence, self-esteem and academic achievement among young people in Kosovo.

Results

Participants according to self-reported academic achievement were classified as follows: fail (0.1%), sufficient (2%), good (15.6%), very good (26.7%) and excellent (55.7%). As regards self-esteem participants were classified as follows: low self-esteem (26.9%), and normal self-esteem (73.1%). A significant positive correlation was found between academic achievement and intelligence (r = .31; p = .00) but not between achievement and self-esteem. This significant correlation resulted for both genders separately. The Mann-Whitney test found significant differences in academic achievement between genders and between groups with high intelligence and those with normal intelligence.

A multiple standard regression analysis was run to predict academic achievement from gender, age, intelligence and self-esteem. All the independent (or predictor) variables were entered into the equation simultaneously. The model as whole reaches significance F (4, 1855) = 88.724, p< .000, R^2 = .161; and the total variance explained by the model as a whole was 16.1%. Apart from self-esteem all other variables added statistically significance to the prediction, p< .05.

Table. Correlations between intelligence, self-esteem and academic achievement scores

Spearman's rho		Academic achievement
Intelligence	Correlation Coefficient	.311**
	Sig. (2-tailed)	.000
	N	1856
Self-esteem	Correlation Coefficient	-.003
	Sig. (2-tailed)	.901
	N	1856

Table. Correlations between intelligence, self-esteem and academic achievement scores by age

Age (Years)	N	Intelligence	Self-esteem
11	40	0.035	0.035
12	43	0.183	0.103
13	201	.457**	.152*
14	380	.388**	0.001
15	341	.350**	-0.051
16	306	.278**	-.146*
17	339	.323**	0.029
18	179	.174*	-0.005
19	26	.513**	-0.309

Conclusion

Intelligence, but not self-esteem revealed a significant relationship with academic achievement.

However, despite these limitations the present study provides an important contribution especially because it is the first one investigating the relationships between these variables in Kosovo. Future research might consider other factors such as the socio-economic or cultural contextual variables in population representative samples in Kosovo.

It was a quantitative cross-sectional study. The sample was consisted of 1856 participants, aged 10-18 years old (Mage = 15.29, SD = 1.76). Participants completed the Rosenberg Self-Esteem Scale (Rosenberg, 1965) and The Raven Standard Progressive Matrices. Grade Point Average (GPA) was used to measure academic achievement. Data processing was done with SPSS 21.0 and Microsoft Excel 2013.