

RELATIONSHIP OF CONSCIENTIOUSNESS WITH ACADEMIC SELF-REGULATION AND SELF-ESTEEM AMONG UNIVERSITY STUDENTS



by

Mustabshera
Bsp201061

Faculty of Management and Social Sciences
Capital University of Science & Technology,
Islamabad
January, 2024

RELATIONSHIP OF CONSCIENTIOUSNESS WITH ACADEMIC SELF-REGULATION AND SELF-ESTEEM AMONG UNIVERSITY STUDENTS



by

Mustabshera
Bsp201061

A Research Thesis submitted to the
DEPARTMENT OF PSYCHOLOGY
in partial fulfillment of the requirements for the degree of
BACHELOR OF SCIENCE IN PSYCHOLOGY

Faculty of Management and Social Sciences
Capital University of Science & Technology,
Islamabad
January, 2024

CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled “Relationship of Conscientiousness with Academic Self-Regulation and Self-Esteem among University Students” carried out by Mustabshera, Reg. No. BSP201061, under the supervision of Ms. Irum Noureen, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

Supervisor:



Ms.Irum Noureen
Lecturer
Department of Psychology
Faculty of Management and Social Sciences
Capital University of Science & Technology, Islamabad

Relationship of Conscientiousness with Academic Self-Regulation And Self-Esteem
Among University Students

By

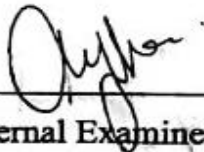
Mustabshera

Registration # BSp201061

Approved By



Supervisor
Ms. Irum Noureen



Internal Examiner-I
Ms. Aysha Aneeq



Internal Examiner-II
Ms. Iqra kiran



Thesis Coordinator
Ms. Irum Noureen



Head of Department
Dr. Sabahat Haqqani

Copyright © 2024 by CUST Student

All rights reserved. Reproduction in whole or in part in any form requires the prior written permission of Mustabshera or a designated representative.

DEDICATION

This study is dedicated to my parents and supervisor, who helped me a lot and motivated me.

DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in the future for obtaining any degree from this or any other University or Institution.

Mustabshera

BSP2010161

January, 2024

ACKNOWLEDGMENT

Firstly, I am filled with immense gratitude towards Allah Subhanahu wa Ta'ala, the Lord of the universe, the Most Gracious and the Most Merciful. It is through His blessings that I have been granted the strength and ability to comprehend, learn, and successfully complete this report.

Foremost, I am indebted to my family and my husband for their sacrifices and the countless ways they have supported me both emotionally and financially. They have always been there to lend a helping hand, provide a listening ear, and offer valuable advice whenever I needed it. Their presence has been a source of strength and inspiration.

I would like to give my warmest thanks to my supervisor **Ms. Irum Noureen** and my Head of department **Dr. Sabahat Haqqani** for making this work possible.

Table of Content

DEDICATION	vii
DECLARATION	viii
ACKNOWLEDGMENT	1
Abstract	5
Introduction	1
Literature review	12
Theoretical framework.....	23
Rationale	24
Objectives	26
Hypothesis.....	26
Methods	27
Research design	27
Population and sample	27
Sampling technique.....	27
<i>Inclusion criteria</i>	27
<i>Exclusion criteria</i>	27
Instruments	28
Procedures.....	31

Ethical consideration.....	31
Data Analysis	32
Results	33
Discussion	40
Conclusion	49
Limitations.....	50
Recommendations	52
Future implications	54
References.....	55
APPENDIX-A	63
APPENDIX-B	64
APPENDIX-C	65
APPENDIX-D	69
APPENDIX-E	70

List of Tables

Table 1: Demographic Characteristics of Sample (N=400)	34
Table 2: Psychometric Properties of Scales (N=400)	36
Table 3: Descriptive statistics: Mean, Median, Mode, SD, Skewness, Kurtosis, KS	37
Table 4: Descriptive Statistics and Correlation	38
Table 5: Comparison of Gender	39

Abstract

The aim of this study is to investigate the correlation between conscientiousness and academic self-regulation among adults. Additionally, the research aims to explore how conscientiousness influences self-esteem and self-esteem influence academic self-regulation. Furthermore, the study endeavors to discern potential gender differences within each of these variables. In essence, this research seeks to provide a comprehensive understanding of the intricate interplay between conscientiousness, academic self-regulation, self-esteem, and the potential nuanced influences of gender among adults. This study examines conscientiousness as one trait of the five-factor model of personality and its effects on academic self-regulation and self-esteem among university students. A sample of 400 would be taken from different universities in Rawalpindi and Islamabad and convenient sampling technique would applied. Big five-factor inventory to measure conscientiousness, Academic Self-Regulation, and Rosenberg self-esteem scales would be used to measure the variable. Descriptive T-test correlation analysis would be used for the analysis of descriptives. This work will give insight to do strategies to enhance conscientiousness.

Keywords: *Conscientiousness, Academic self-Regulation, self-esteem*

Chapter 1

Introduction

In the dynamic landscape of higher education, understanding the psychological attributes that influence student's academic experiences is imperative. This research study explores the connection of conscientiousness, self-esteem and academic self-regulation among university students. As these factors play pivotal roles in shaping academic success and personal development, unraveling their relationships become a compelling endeavor. (Chamorro et al.,2003)

Conscientiousness, self-esteem, and academic self-regulation are important factors that can impact the academic success of university students. Recognizing and accommodating individual differences in academic self-regulation and self-esteem presents challenges in meeting the diverse needs of today's student population. Understanding the factors that influence these constructs is crucial for informing effective strategies in learning and education. Specifically, conscientiousness, academic self-regulation, and self-esteem are interrelated concepts that contribute to academic achievement (Baumeister, 2003).

Conscientiousness

Conscientiousness, a personality trait characterized by responsibility, organization and goal directed behavior has long been associated with academic achievement. its impact on student outcomes, however extends beyond conventional academic metrics. This study aims to delve into the nuanced connections between conscientiousness and two crucial facets of the student experience of academic self-regulation and self-esteem. (Zimmerman et al., 2000)

Conscientiousness refers to the individual differences in the tendency to follow socially accepted norms and standards for impulse control, being oriented towards planning and goal-setting, exercising self-control over immediate gratification, and adhering to rules and regulations. Conscientiousness, as a personality trait, plays a vital role in influencing an individual's well-being, personal development, and overall human capital. Personality encompasses the internal organization of an individual's emotions, thoughts, cognitions, and conceptual processes, which underlie their distinct responses to the environment (Robert, 2009).

Academic Self-Regulation

Academic self-regulation, the ability to proactively control one's learning processes is integral to effective study habits, time management and goal attainment. Likewise, self-esteem the evaluative perception of one's worth and capabilities, influences motivation resilience and overall psychological well-being. Understanding how conscientiousness interacts with these constructs can offer profound insights into the psychological dynamics of student success. (Deci et al., 2000)

Academic self-regulation indicates strategic, reflective, and self-generated engagement in academic tasks (Zimmerman, 2000). Academic self-regulation, other key component in educational psychology, refers to the ability to control and direct one's cognitive, behavioral, and motivational processes in pursuit of academic goals (Zimmerman, 2002). Academic self-regulation is an individual's ability to adapt his behavior. Behaviors that alter in response to specific standards and ideals or goals derived from internal or societal norms (Baumeister & Vohs, 2007). Academic self-regulation refers to students' ability to actively and intentionally manage their own learning processes,

behaviors, and strategies in order to achieve academic goals. It encompasses a range of motivational processes cognitive, metacognitive processes that enable students to take control of their learning experiences and outcomes. Academic self-regulation involves the capacity to independently regulate one's learning behaviors and make purposeful decisions to optimize learning (Baumeister & Vohs, 2007).

Academic self-regulation refers to the process of self-regulated learning, which involves the motivational and behavioral processes that encourage individuals employ to systematically activate and maintain their cognitive processes, behaviors, and emotions with the aim of achieving their learning objectives. A person who possesses self-regulation sets realistic goals and takes proactive steps to accomplish them. They effectively utilize the resources at their disposal while being mindful of their own limitations. Self-regulation involves individuals modifying their behavior in response to internal or societal expectations, driven by ideals, goals, or demands. It occurs when individuals recognize that their current behavior falls short of meeting these standards and perceive the need to regulate their behavior to align with these criteria. Clarity of these standards is essential for effective self-regulation to take place. (Baumeister & Bushman, 2008). Temperament is commonly regarded as "constitutionally based individual differences in reactivity and self-regulation, in the domains of effect, activity, and attention" (Rothbart & Bates, 2006).

Personality traits, social and cognitive factors, as well as motivational processes, such as self-regulation, play a crucial role in guiding and influencing individuals' investment of their abilities in specific domains. This, in turn, contributes to developing and refining unique talents and skills in students (Ackerman & Beier, 2003). Moreover, various personality traits can play a moderating role in how students engage with and

perceive their academic environment, as well as influence the connection between aptitude and achievement. Specifically, personalized and narrowly tailored traits hold promise as meaningful indicators of academic success and overall adaptation (Matthews, Zeidner, & Roberts, 2006). Conscientiousness and openness have consistently demonstrated stronger correlations with academic achievement (Poropat, 2009) .Conscientiousness is regarded as a significant predictor of academic achievement across various age groups, including preschool, elementary school, high school, and both college and university students (Nofle & Robins, 2007).

Conscientiousness is a strong predictor of academic success and is defined by qualities such as being well-organized, responsible, and reliable. Conscientiousness is a fundamental personality trait that plays a crucial role in individuals' approach to tasks, responsibilities, and goals. It is one of the key dimensions in the widely accepted Five-Factor Model of Personality, also known as the Big Five model. Conscientious individuals are characterized by their organized nature, reliability, and commitment to achieving excellence in various aspects of life. Conscientiousness is a critical personality trait that significantly influences individuals' academic performance, motivation, and overall success in their educational journeys (Paunonen,2007). Conscientiousness and openness have been identified as strongly correlated with academic success among high school and university students (Salgado et al., 2014).

This trait has consistently demonstrated significant effects on individuals' behaviors, outcomes, and overall well-being. Numerous studies have revealed a positive association between conscientiousness and various desirable outcomes, such as academic success, job performance, health-related behaviors, and overall life satisfaction. The Big

Five taxonomy of personality includes five domains, and conscientiousness is one of them. It is described as "the tendency to be organized, responsible, and hardworking" (American Psychological Association 2007). Willpower refers to the capacity for self-organization and self-change. It is recognized that self-transformation is challenging and demands both strength and willpower, as each individual possesses a finite reserve of willpower. Depletion of this resource leads to a decline in self-regulation abilities. (Schmeichel & Baumeister, 2004).

Components of academic self -regulation

Academic self-regulation encompasses key elements such as self-planning, self-instructions, self-evaluation, self-monitoring, and self-reaction.

Self-Planning

The term used to describe the process of strategically taking self-created actions and thoughts, systematically designed to achieve specific desired goals (Zimmerman, 1998).

Self-Monitoring

Self-monitoring refers to the tendency of individuals to utilize cues from the self-presentations of others in order to regulate their own self-presentations. Self-monitoring is the practice of consciously paying attention to one's own behavior (Frenzo, 2006).

Self-Instruction

Self-instruction involves actively acknowledging and reflecting on individual academic strengths, weaknesses, and strategies to effectively tackle the daily challenges associated with academic tasks. Further he said, self-instruction involves the process of self-encouragement during a learning task, wherein individuals motivate themselves to tackle various problems and find solutions (Zimmerman, 1998).

Self-evaluation

Self-evaluation refers to the act of assessing one's current performance in relation to a set standard. This standard can involve factors such as completing a task successfully or assigning significance to specific criteria throughout the task completion process. Self-evaluation typically takes place as an initial phase of self-reflection following learning experiences, with self-regulated learners demonstrating the ability to accurately evaluate their progress and performance (Zimmerman, 1998).

Self-reaction

Self-reaction involves responding to one's own performance and employing strategies to cope with the outcomes of reflective thoughts. This response can be characterized as either positive or negative, evaluating the results as good or bad, or determining their acceptability (Zimmerman, 1998).

Self-regulated learners also possess the knowledge of efficient learning strategies and are able to determine the appropriate methods and timing to employ them. They exhibit the ability to break down complex problems into manageable steps or explore alternative

solutions. Moreover, they are skilled in selectively skimming through content and discerning when to engage in a more comprehensive study for profound comprehension. Furthermore, they are proficient in crafting writing pieces that effectively convey information and persuade readers (Slowin, 2006). Furthermore, self-regulated learners driven by self-directed learning are motivated not solely by external factors such as grades or the approval of others (Pokay & Blomanfeld, 2008).

Impact on academic performance

The impact of personality traits on academic performance has been extensively researched and supported by empirical evidence (Gatzka & Hell, 2018). Among the Big Five traits, conscientiousness has consistently shown strong predictive power, exhibiting correlation coefficients as high as (Mitrofan & Ion, 2013). Conscientious students typically demonstrate traits such as self-discipline, organization, and task effectiveness. These qualities are predicted to positively influence student performance across various evaluation methods, including exams and tests (McCrae & John, 1992).

According to the study conducted by Lin and Hyde (2009), motivational beliefs and self-regulated learning strategies were identified as crucial elements impacting students' academic performance. The research highlighted a notable and beneficial correlation between academic performance, motivational beliefs, and self-regulated learning strategies (Lin & Hyde, 2009).

The emphasis on significance of self-regulated learning in achieving academic success and observed a noteworthy correlation between self-regulated learning and students' overall performance (Reinhard, 2005). In a separate study, Williams (2009)

discovered that an increase in students' self-regulated learning was associated with greater academic progress. Williams also highlighted that individuals who perceive themselves as deserving of self-regulated learning tend to experience higher levels of achievement.

It is argued that academic self-regulation is vital for adaptation and achieving social integration within the educational environment (Zimmerman, 2000). Academic self-regulation acts as a standard for overall well-being, with connections to both successes and failure across different facets of academic life. (Baumeister & Vohs, 2004). Self-direction, decision-making, goal setting, and impulse control are all examples of self-regulation processes. It entails dealing with a variety of problems that a person may confront when attempting to do something significant yet difficult to achieve. (Cantor & Feldman, 1996). This phenomenon is considered for example in relation to organizational learning (Pintrich & Zeidner, 2000) as well as in other circumstances, such as health behavior (Ridder & Wit, 2006). Moreover, high self-esteem pertains to an overall self-perception that is shaped by various domains of performance, not only the academic one. (Terdal, & Downs, 1995).

It can be asserted that self-regulated learning takes place when individuals actively engage in metacognitive, motivational, and behavioral aspects of their learning process. In the context of self-regulated learning, students take initiative and independently carry out their learning endeavors, rather than depending on teachers, parents, or other educational figures for skill development and knowledge acquisition (Boekaerts, 2023).

Self-regulated learners in academia are proactive, self-directed, and adaptable in their learning approaches. They have a clear sense of purpose, set challenging goals, and develop strategies to achieve them. They actively monitor their progress, seek feedback,

and make necessary modifications to improve their learning outcomes. Monitoring is an essential aspect of self-regulation, involving the continuous process of using feedback to proactively make adjustments during ongoing efforts. Engaging in monitoring behaviors is necessary to achieve effectiveness in self-organization. (Baumeister & Vohs, 2007).

Academic self-regulation involves an individual's capacity to alter their behavior based on certain standards and objectives derived from inner or social expectations (Baumeister & Vohs, 2007). Zimmerman suggests that academic self-regulation enhances flexibility and adaptability within the learning environment (Zimmerman, 2000). In contrast to the aforementioned findings, a limited but notable body of research has indicated minimal gender disparities in the utilization of diverse learning and self-regulatory strategies among students (Wolters Pintrich, 2000).

Academic self-regulation, encompassing strategic, reflective, and self-generated engagement in academic tasks, serves as a crucial mediator in the relationship between conscientiousness and academic success. Individuals high in conscientiousness are more likely to exhibit self-discipline, organization, and task effectiveness, which align with the principles of self-regulated learning. The proactive, self-directed, and adaptable nature of self-regulated learners complements the qualities of conscientious individuals.

Self-esteem

Self-esteem refers to the sense of value and worth that arises from consistently meeting personal expectations for activities that are highly regarded or admired by the individual. (James, 1890) Self-esteem encompasses an individual's holistic and subjective emotional evaluation of their own value and worth. It involves both self-judgment and an

attitude towards oneself (Hewitt, 2009). In addition to other contributing factors, individual differences in traits of self-efficacy, self-esteem, and beliefs have demonstrated significance as key indicators of academic achievement (Marsh et al., 2006). Traits and general self-esteem provide insights into individuals' personality structures and their inherent capacities and potentials (Hair & Graziano, 2003). Students who adopt a performance orientation are characterized by their emphasis on comparing their performance to others, displaying their abilities, and being highly concerned with their self-worth (Ames, 1992).

Self-esteem pertains to individuals' self-evaluation, with those having high self-esteem holding positive perceptions of themselves, whereas individuals with low self-esteem have negative self-perceptions. High self-esteem is linked to various positive outcomes, including improved academic achievement. Self-esteem is a global emotional orientation towards oneself, and individuals with high levels of self-esteem are more inclined to perceive themselves as possessing socially desirable personality traits and lacking undesirable ones. Self-esteem remains relatively stable during youth and middle age but gradually declines in old age due to variations in well-being, cognitive capacity, and socioeconomic status. However, there were no gender differences observed in the development of self-esteem, nor were social changes such as educational grade inflation found to significantly impact self-esteem (Orth & Robbins, 2014).

Self-esteem and personality types are two significant factors that appear to have a crucial impact on academic motivation. Personal self-esteem belief stands out as a particularly influential mechanism of self-influence. It is a valuable attribute that effectively integrates cognitive, social, emotional, and behavioral skills in individuals to

excel in various subjects (Bandura, 1997). Self-esteem can be defined as one's own perception of their ability to successfully accomplish tasks and achieve desired goals (Ormrod, 2006).

Self-esteem is also sometimes, referred to as perceived ability. It pertains to individuals' confidence in their capacity to succeed in a particular task. Self-esteem beliefs are primarily specific to tasks and domains, and they are formed based on individuals' perceived abilities (Zimmerman & Cleary, 2006). Individuals with varying levels of self-esteem often employ distinct strategies to manage their feelings of self-worth. Those possessing high self-esteem are more inclined to concentrate their endeavors on enhancing their feelings of self-worth (Baumeister et al., 1989).

The researcher concludes that a lack of motivation to achieve goals leads to low levels of academic self-regulation. Conversely, individuals who employ academic self-organization techniques demonstrate the capability and adaptability to attain favorable outcomes, which in turn increases motivation and helps overcome obstacles that delay goal completion. Academic self-regulation serves as a guide for motivation and initiative, ultimately facilitating success. Additionally, the researcher suggests that individuals who prioritize academic self-organization exhibit a clear focus on their goals, willingly engage in tasks that challenge their abilities and possess positive attitudes toward organization and goal setting (Sawalhah & Al Zoubi, 2020).

Personality traits, as described by Deci and Ryan (1985) self-determination, and academic motivation theory by Ryan and Deci (2000), aim to describe the underlying motivation that drives students to engage in tasks or refrain from doing so. The decision to

participate in a task is influenced by factors such as the sense of autonomy and internal consistency (Deci & Ryan, 2000).

Literature review

Highly conscientious people are more inclined to conform to socially imposed norms regulates, tend to be in order and goal-oriented, delay their gratification and govern their urges (John & Srivastava, 1999). Research consistently demonstrates a strong correlation between the personality trait of conscientiousness and academic achievement. (Connor & Paunonen, 2007). Extensive research findings indicate that students who exhibit conscientiousness tend to attain higher levels of academic success during their high school years and university (Noftal & Robbins, 2007).

In psychological research, there is a general distinction made between five primary factors that contribute to individual differences in human behavior. These factors include cognitive ability, social attitudes, personality traits, psychopathology, and psychological interests (Lubinsky, 2000). Research findings indicate a positive correlation between self-esteem and each of the five major factors known as the Big Five in personality psychology. (Robins et al., 2001). Research has also revealed that out of the five personality types, conscientiousness has been the only one linked to academic achievement and motivation (Noftle & Robins, 2007).

The study conducted in Jordan aimed to examine the association between academic self-regulation, self-esteem, and goal orientations among university students. The findings of the study revealed a significant positive correlation between academic self-regulation and both self-esteem and goal orientations (Sawalhah e.t al., 2019). Academic performance is influenced by various factors that can impact an individual's educational outcomes in

specific situations. These factors include contextual-individual factors, personal characteristics, and socio-cultural factors. Among these, personality variables are considered significant in shaping the learning process. Studies have consistently demonstrated the influence of personality factors on students' academic progress.

The Big Five personality traits and self-esteem were compared in the current study. Data were gathered online. Self-esteem and the Big Five were inversely correlated, with high self-esteem persons having the propensity to attribute socially acceptable attributes to themselves. Study result shows Self-esteem showed the highest correlation with Emotional Stability, followed by Extraversion, exhibiting a moderate correlation with Conscientiousness, and a weaker correlation with both Openness and Agreeableness. (Gosling, 2001).

This paper aims to explore the role of Big Five personality traits in predicting academic achievement among Russian university students and to draw comparisons with prior research findings. Through an analysis of published data, the study suggests that certain traits, such as conscientiousness and openness, exhibit stronger correlations with the unique aspects of students' academic performance across various fields of study. Their findings revealed that conscientiousness has the highest level of positive correlations with academic achievement in Russian linguistics students. Through a conducted meta-analysis, they affirmed a high positive relationship between conscientiousness and academic achievement, indicating a potential involvement of academic self-regulation in this association (Novikova, 2017).

Anticipate some self-regulatory stability over the course of development if the self-regulatory abilities we observe early in life are related to later conscientiousness. Individual variations in effortful control really show a lot of inter-individual constancy over time. Motivation is widely recognized as a significant component of students' learning and accomplishment in academic contexts (Pintrich & Schunk, 2002). When utilizing the consequential technique, students create and provide an extrinsic consequence for their involvement in learning activities (Purdie & Hattie, 1996). Whereas prior research confirms to positive relationships between personality traits and self-esteem (Marsh et al., 2006).

The study investigated the longitudinal relationships between self-control, effortful control, and academic achievement in a sample of adolescents. The researchers conducted a three-wave longitudinal study, meaning they measured the variables of interest (self-control, effortful control, and academic achievement) at three different points in time over a period of time. The results of the study suggest that there are positive relationships between self-control, effortful control, and academic achievement. This means that adolescents who have higher levels of self-control and effortful control tend to have higher academic achievement. Additionally, the study found that the effects of self-control and effortful control on academic achievement were mediated by effortful control. This means that the relationship between self-control and academic achievement was explained, at least in part, by the fact that self-control leads to higher levels of effortful control, which in turn leads to higher academic achievement (Titz et al., 2016)

Research findings have revealed a strong correlation between conscientiousness and openness with academic achievement in both high school and university students (Salgado et al., 2014). Conscientiousness is widely recognized as a key predictor of

academic achievement across various age groups, including preschool, elementary school, high school, college, and university students (Noftle & Robins, 2007).

Conscientiousness, which is a fundamental trait within the Big Five personality model, involves a predisposition towards engaging in diligent and purposeful endeavors aimed at accomplishing productive and goal-driven activities. This facet of conscientiousness offers a clear rationale for the consistent patterns observed in meta-analytic research, which consistently demonstrate that conscientiousness predicts academic achievement across different educational stages, spanning from elementary school to college. The underlying mechanism driving this association can be attributed to the cumulative effort invested by individuals who possess higher levels of conscientiousness. (Poropat, 2009) and job performance in adulthood better than does any other Big Five factor (Mount & Judge, 2001). Highly conscientious students more frequently pay attention to how important it is to work intensely to learn the material for the sake of mastery and to obtain good grades, more often eliminate distractions and use a step-by-step approach to the workload (Ljubin-Golub et al.,2019).

Moreover, self-esteem plays a significant role in shaping conscientiousness. Research has shown that individuals with high self-esteem are more likely to exhibit conscientious behaviors, as they perceive them as a way to maintain and enhance their positive self-image (Judge & Ilies, 2002). These individuals strive to meet their own high standards and expectations, actively seeking validation and affirmation of their abilities. Consequently, their motivation for self-validation drives them to invest effort, demonstrate discipline, and engage in responsible behaviors, ultimately aiding them in achieving their academic goals (Tran & Wen, 2019).

The research revealed significant connections between conscientiousness, self-regulated learning (SRL), and academic achievement. The study hypothesized that conscientiousness would have a significant impact on academic performance in an inquiry-based course, with self-regulated learning acting as a mediator. The researcher investigated the associations between the Big Five personality traits and academic achievements, focusing on SAT scores and grade-point average (GPA). The results demonstrated that conscientiousness was a strong predictor of college GPA, even when accounting for high school GPA and SAT scores. The relationship between conscientiousness and college GPA was influenced by increased academic effort and a higher perception of academic aptitude, both concurrently and over time. In conclusion, conscientiousness was found to have a positive effect on academic outcomes, including self-esteem and GPA (Wiley Periodicals, 2009).

Research demonstrated that students who accept a mastery orientation, emphasizing the acquisition of knowledge, are more likely to employ cognitive strategies such as organization and elaboration, indicating deeper levels of cognitive engagement. Research studies have consistently shown that individuals who possess a general inclination towards learning tend to utilize metacognitive and self-regulatory strategies effectively. These strategies involve activities such as planning, monitoring, and regulating one's own learning process. Notably, these findings have been observed in both junior high students and college students, indicating that the relationship between learning orientation and the use of these strategies transcends educational levels (Pintrich et al., 1994). Some researches providing a clear overview of the research landscape, emphasizing the significance of conscientiousness as a key personality trait and its potential impact on

academic outcomes and psychological well-being. The research question is artfully crafted, inviting the reader to contemplate the intricate dynamics that might unfold as conscientiousness interfaces with academic self-regulation and self-esteem in the university setting (Ryan et al.,2003).

The study explore correlation demonstrated positive relation between self-efficacy, conscientiousness, and academic motivation, the relationship between self-efficacy, academic motivation, and conscientiousness among the participants which are purposively selected university and college undergraduates. t-test analysis further demonstrate that female students have substantially higher academic motivation than male students (Iqbal et al., 2018). Found that self-regulation learning as an important component of academic success and highlight significant relationship between self-regulated learning and the mean of students (Samadi, 2014).

This study introduced the of core self-evaluations, which include self-esteem as an essential factor, and found a positive relationship between conscientiousness and core self-evaluations (Bono & Thoresen, 2003). Self-esteem exhibits the highest correlation with Emotional Stability, followed by Extraversion, demonstrating a moderate correlation with Conscientiousness, and a weaker association with Openness and Agreeableness (Robins, 2001).

The findings of this study suggest that individuals who possess high self-esteem and effective learning skills are less likely to experience academic stress. This is likely because these individuals have successfully managed stress-inducing factors by adequately preparing themselves for academic challenges. A study was conducted on the influence of

motivation, cognition, and conscientiousness on academic achievement (Imhof & Spaeth-Hilbert, 2013).

Academic self-regulation refers to the ability to control and direct one's learning behaviors, including setting goals, planning, managing time, and monitoring progress. Extensive research consistently indicates a positive relationship between conscientiousness and academic self-regulation. Tuckman Kennedy, found that individuals with high levels of conscientiousness are more likely to establish specific academic goals and develop effective study plans. They also demonstrate better adherence to deadlines and possess stronger time management skills. Furthermore, conscientious students engage in metacognitive processes, such as monitoring their progress and evaluating their performance (Zimmerman, 2000). These self-regulatory behaviors significantly contribute to improved academic performance and greater persistence when faced with challenges (Zimmerman, 2000). Young children need to actively acquire specialized knowledge related to school tasks and effective strategies. This acquisition is crucial for the cultivation of self-regulation in academic settings. Moreover, the process of becoming a self-regulating learner involves not only the acquisition of task-specific knowledge but also the development of a deeper understanding of oneself. Building a foundation of self-knowledge is essential for the effective transition into an academically self-regulating individual (Paris, 2001).

There is evidence that students' reports of their self-regulatory activities were consistent with their teachers' judgments of their academic attributes (Zimmerman & Martinez-Pons, 1988). For instance Students recognized as self-starters revealed a proactive approach in their academic endeavours by independently initiating homework,

class assignments, and test preparation without external prompting. Furthermore, their sustained effort until task completion underscored the significance of self-regulatory attributes. This alignment between recognized behaviours and self-reported activities suggests that students' self-regulation is not only salient but also readily comprehensible to educators. While research on academic self-regulation is in its early stages, it has already offered insights into the essential mechanisms employed by successful students to navigate personal and environmental challenges impeding their academic achievements (Zimmerman & B. J., 2023).

The emphasis on self-esteem within the United States' educational system stems from the belief that elevated self-esteem correlates positively with academic success. This perspective is grounded in the expectation that individuals possessing high self-esteem are likely to excel academically, as they may invest greater effort and exhibit persistence even in the face of challenges. This holds significance as high self-esteem can serve as a protective factor against the adverse effects of failure, which are frequently encountered in the initial phases of the learning process. In line with this notion, several studies have established a positive correlation between self-esteem and academic performance. Factors influencing low levels of self-esteem (Wylie, 1979). Indicating that goal-oriented orientation exhibited a positive and statistically significant correlation with both academic self-efficacy beliefs and student behavior .Which revealed a positive correlation between each of the learning objectives and performance goals and self-esteem, which revealed a statistically significant correlation between academic achievement and self-esteem (Johnson et al. 2009).

The study findings indicate a notable negative correlation between neuroticism and academic performance, while demonstrating a significant positive association between agreeableness and conscientiousness with students' academic achievement. These results align with previous research, which has consistently shown a negative and significant link between neuroticism and academic performance, as well as a positive and significant relationship between extroversion, agreeableness, openness to experience, conscientiousness, and academic performance. The research findings establish a strong connection between personality traits and academic achievement (Bembenutty, H., 2007). People with neurotic personality types demonstrate low academic performance, and people with extroverted and agreeable personality types demonstrate high academic performance (Erez et al., 2003). Examining the influence of goal setting on academic self-regulation, this study delves into the experiences of undergraduate students. The findings reveal a constructive relationship between establishing precise, challenging goals and heightened academic performance. The research underscores the significance of having clear academic objectives and highlights how goal clarity substantially contributes to empowering students in effectively managing and regulating their academic processes (Zimmerman & B. J., 2012). When students are highly motivated, they have more effective academic self-regulation (Zimmerman & Slunk, 2008). Setting goals serves as a crucial connection, binding academic self-regulation and achievement, ultimately influencing academic success positively (Locke et al., 2002).

Students achieve academic success by employing a range of self-regulation skills. Mostafaei in 2010 conducted research about self-regulated learning and academic performance using correlation method and concluded that there is positive correlation

between self-regulated learning and academic performance. Also, Zimmerman and Pors in 1998 in a study found that the ability of self-regulation can predict self-efficacy in achieving academic goals, self-assessment standards and also final scores of the course. These encompass memory strategies, goal setting, self-evaluation, seeking assistance, structuring their environment, taking responsibility for learning, and effective planning and organization. The integration of these skills collectively contributes to their overall successful academic performance (Magno, 2011).

A correlational study was undertaken involving a sample of 434 students to investigate the connections between three, goal orientations and students' motivational beliefs and self-regulated learning. Data were collected through self-report questionnaires at two distinct time points within a single academic year, specifically during the fall and spring. The results of regression analyses demonstrated that both a learning goal orientation and a relative ability goal orientation were associated with positive relationships with different motivational beliefs. These beliefs encompassed adaptive levels of task value, self-efficacy, and test anxiety. Additionally, it was associated with higher levels of cognitive strategy use, self-regulation, and academic performance. Conversely, adopting an external goal orientation was found to be linked to less desirable motivational and cognitive results (Pintrich, 1996).

Establishing a supportive and nurturing learning environment plays a pivotal role in cultivating conscientiousness and self-esteem among students. Creating an atmosphere that encourages a growth mindset, fosters a sense of belonging, and offers constructive feedback can have a profound impact on students' self-perceptions, motivation, and engagement. By promoting the belief that abilities and intelligence can be developed

through effort and perseverance, students are more likely to embrace challenges and strive for academic growth. Additionally, cultivating a sense of belonging within the classroom community enhances students' confidence and self-esteem, providing a solid foundation for conscientious behaviors and academic success. Regular and constructive feedback further supports students' self-perceptions and motivates them to improve and take ownership of their learning (Honicke & Broadbent, 2016).

Conversely, individuals with low self-esteem often display lower levels of conscientiousness. They may harbor doubts about their abilities and experience a sense of inadequacy, which can significantly undermine their motivation and commitment to academic tasks (Orth, Robins, & Meier, 2009). Such students may face challenges with self-regulation and tend to exhibit behaviors such as procrastination, disorganization, and a lack of effort, further perpetuating their negative self-perceptions (Tran & Wen, 2019). It seems paradoxical that girls exhibit lower self-esteem and academic self-efficacy compared to boys, even though girls perform better at school. One potential explanation could be that boys experience a higher degree of academic misidentification, meaning their self-beliefs are less closely tied to their academic performance. (Pullmann & Allik, 2008). In a different study, the gender differences in self-esteem shows that, it was observed that boys tend to boost their self-esteem more than girls, and this tendency is seen as a way to compensate for lower academic achievement (H.Streck ,2022).

Reviewing the existing literature it has been observed that multiple pieces of research were carried out on the above variables in relation to other different variables. However, no empirical research has been found specifically addressing the relationship between conscientiousness, academic self-regulation, and self-esteem, nor has any study

explored the role of conscientiousness in predicting academic self-regulation and self-esteem in Pakistan. In light of this gap, a recent study aims to investigate the association between conscientiousness, academic self-regulation, and self-esteem, while also exploring the predictive role of conscientiousness and academic self-regulation in determining academic self-regulation behavior.

Theoretical framework

Social Cognitive Theory

The social cognitive theory (SCT) of Bandura views human activity as reciprocal interactions between environmental variables, behavior and cognition, and other individual factors. The theory is developed in 1986. Social Cognitive Theory (SCT) considers the individual's distinct process of acquiring and sustaining behavior, along with the influence of the social environment in which the behavior occurs. This theory takes into account an individual's past experiences, which play a role in determining whether a particular behavioral action will take place. These previous experiences have an impact on reinforcements, expectations, and expectancies, all of which contribute to an individual's decision to engage in a specific behavior and the underlying motivations for their involvement (Bandura, 1986).

According to Social cognitive theory on the relationship of conscientiousness to academic self-regulation and self-esteem. Academic self-regulation is influenced by three interrelated factors: personal, behavioral, and environmental. Personal factors contain characteristics, for instance: conscientiousness, self-esteem, and motivation. Behavioral factors indicate specific self-regulation strategies that students use. Environmental factors

consist of contextual factors for instance: the availability of resources and social appreciation which impact academic self regulated behavior (Bandura, 1986).

Social cognitive theory emphasizes the importance of self-regulation, which encompasses activities such as goal-setting, behavior monitoring, and making necessary adjustments to achieve desired outcomes. Self-regulation involves processes such as self-observation, self-evaluation, self-response, and self-reinforcement (Bandura, 1986).

In this structure, conscientiousness is contemplating a personal factor that influences academic self-regulation. Students who are high in conscientiousness are probably to involve in effective self-regulation strategies, for instance: planning and organizing study time, setting clear goals, and observing progress towards them (Bandura, 1986).

These strategies can direct to better academic performance and higher levels of self-esteem. Self-esteem is another personal and environmental factor that can also influence academic self-regulation. SCT posits that, individuals with high self-esteem tend to have positive self-beliefs, which can enhance their motivation to engage in challenging academic tasks, leading to better academic performance and a greater sense of control over their academic success. This positive self-concept can direct to a greater willingness to engage in academic self-regulation. Individuals who successfully regulate academic behavior and achieve their goals are likely to experience a sense of accomplishment and positive self-evaluation, which can enhance their self-esteem (Bandura, 1986).

Rationale

The purpose of this study is to find the relation of conscientiousness with academic self-regulation and self-esteem in university students. University is a time of personal

growth and development for many students, this work would help them understand how conscientiousness personality trait, self-regulation, and self-esteem are related and they will better understand themselves and their strengths and weaknesses to enhance their personal factors to get better behavioral factors; they can support their personal development and overall well-being. Many kinds of research are present on the relationship between personality traits and self-esteem, and conscientiousness relation with self-regulation but not specifically on the relationship of conscientiousness with academic self-regulation and the additional third variable self-esteem.

The significance of this study lies in its potential to inform educational practices and interventions. Understanding the interplay between conscientiousness, academic self-regulation, and self-esteem can offer educators, counselors, and policymakers' valuable insights for designing targeted strategies to support students. For instance, identifying specific conscientious behaviors associated with effective self-regulation can guide the development of tailored interventions to enhance students' study habits and time management skills. Additionally, recognizing the link between conscientiousness and self-esteem may inform initiatives aimed at bolstering students' confidence and resilience.

This research holds significance in both academic and practical contexts. Academically, it contributes to the growing body of knowledge on personality psychology, and educational psychology, shedding light on the role of conscientiousness in shaping student's cognitive and emotional processes. Practically, the findings may guide educators, counselors and policymakers in designing interventions and support systems that align with the unique psychological profiles of students.

The present study seeks to investigate the relationship between conscientiousness and various academic variables, including academic achievement, motivation, study habits, and well-being, among undergraduate students. By examining the specific mechanisms and processes by which conscientiousness impacts academic outcomes, this research aims to contribute to the existing literature and provide practical implications for educators and educational institutions in fostering positive academic environments.

Objectives

1. To investigate the relationship between conscientiousness, academic self-regulation, and self-esteem among university students.
2. To investigate the gender differences in the relationship of conscientiousness with academic self-regulation and self-esteem among university students.

Hypothesis

1. There would be a significant relationship between conscientiousness and academic self-regulation among university students.
2. There will be a significant connection between conscientiousness and self-esteem.
3. There would be a significant relationship between academic self-regulation and self-esteem among university students.
4. There will be a gender differences in the relationship of conscientiousness with academic self-regulation and self-esteem among university students.

Chapter 2

Methods

Research design

A correlational research design has been used in this study to find out the relationship of conscientiousness with academic self-regulation and self-esteem among university students.

Population and sample

The study sample was 400 participants from which 200 were boys and 200 were girls and selected from the universities of Rawalpindi/Islamabad. It was estimated from the G power.

Sampling technique

A convenience sampling technique was used, Participants were easily available in university during class. Study variables are among university.

Inclusion criteria

- Students of university level.
- Participants with basic understanding of English.
- Equal participants from both genders.

Exclusion criteria

- Students with any physical disability.
- Students with any mental disability.

Instruments

Big five inventory

The Big Five Inventory typically includes a set of statements or adjectives associated with each personality trait. Respondents are required to rate the extent to which each statement describes them using a scale, usually ranging from 1 to 5. The scores are then calculated to assess an individual's level of each trait, with higher scores indicating a greater manifestation of that particular trait. The scores are then calculated to assess an individual's level of each trait, with higher scores indicating a greater manifestation of that particular trait. This is developed by John et al, in the year 1991. The subscale of conscientiousness is with the statements of 9-item. it is a Likert scale from 1 to 5 with the validity of Cronbach $\alpha = .76$.

Conscientiousness is one of the Big Five Inventory's (BFI) five subscales. It reflects a personality dimension that is related to a person's ability to be organized, responsible, and dependable in their behaviors and actions. Conscientious individuals are diligent, thorough, and detail-oriented. They tend to be goal-oriented and eager to succeed. Within the field of psychology, researchers frequently identify five primary domains that contribute to variations in human behavior: cognitive abilities, personality traits, social attitudes, psychological interests, and psychopathology. Individuals who exhibit high levels of conscientiousness can be characterized as organized, disciplined, detail-oriented, thoughtful, and meticulous. Additionally, they possess effective impulse control, enabling them to proficiently accomplish tasks and attain their goals.

Academic self-regulation

The ASRS (Academic Self-Regulation Scale) was developed by Aved H. Akhtar. Initially, the scale consisted of 35 items, which underwent Principal Component Analysis. Following the analysis, five items were excluded, resulting in a final scale comprising 30 items.

To gain a comprehensive score for academic self-regulation, the scores for each of the four dimensions can be added together. Reliability statistics were calculated, revealing alpha values ranging from 0.61 to 0.45. It is worth noting that negatively worded items were reverse scored to ensure that higher scores indicate the absence of those negative behaviors. The overall reliability of the entire scale was found to be 0.83, indicating strong internal consistency. Factor analysis was performed to validate the inclusion of items within different sub-scales of self-regulation. The five-factor solution accounted for 43.94% of the variance, providing support for the validity of the items.

The ASRS (Academic Self-Regulation Scale) has been employed to explore the elements of self-planning, self-monitoring, self-instructions, self-evaluation, and self-reaction. Its development aimed to identify the self-regulated learning strategies of university students across the five identified sub-scales. Through factor analysis, reliability assessments, and validity testing, the data pertaining to all five factors and the overall scale have demonstrated the scale's acceptability and suitability for use.

Self-esteem Scale

The Rosenberg Self-Esteem Scale, this scale consist of 10 items designed to measure an individual's overall self-worth by capturing both feelings of positive and

negative about oneself. The scale is considered to be unidimensional, meaning that it measures a single underlying construct. Respondents rate the items using a 4-point Likert scale, ranging from strongly agree to strongly disagree.

The scale was developed by Rosenberg in 1965. Internal consistency reliability, measured by Cronbach's alpha, has been reported to range between 0.77 and 0.88, indicating good reliability. Through the implementation of item response theory, the study revealed that the scale consists of a single common factor, challenging previous research suggesting separate factors for self-confidence and self-depreciation. As a whole, the Rosenberg Self-Esteem Scale is extensively utilized as a self-report tool to measure an individual's self-esteem.

Scoring the Rosenberg Self-Esteem Scale can be a bit complex due to its Guttman scale format. The scoring procedure involves combining ratings based on the responses given. For items 1, 3, 4, 7, and 10, responses indicating low self-esteem are "disagree" or "strongly disagree." Conversely, for items 2, 5, 6, 8, and 9, responses indicating low self-esteem are "strongly agree" or "agree." If a respondent gives two or three correct responses to items 3, 7, and 9, it is scored as one item. Similarly, one or two correct responses for items 4 and 5 are considered as a single item. Items 1, 8, and 10 are scored individually based on the responses. Additionally, if a respondent provides one or two correct responses for items 2 and 6, it is considered as a single item. This scoring method allows for a comprehensive evaluation of self-esteem based on the individual's responses.

Procedures

Participants was selected from different universities in Rawalpindi/Islamabad, for collecting the data. Institutional approval was taken for data collection. The participants were provided with a demographic sheet, consent form, and three questionnaires they were informed about the objectives and purpose of the study beforehand. The consent form was signed by the participants and was given the right to withdraw from the study at any time. They were also be informed of their confidentiality rights. The participants were requested to share their actual information. Once all has been agreed upon, they were requested to share their actual information and fill out the scales, which are Big Five Inventory subscale conscientiousness, Academic self-regulation questionnaire, and Rosenberg self-esteem scale.

Ethical consideration

Anonymity and confidentiality was assured of the participants. Protect the privacy and confidentiality of participants. Safeguard personal information and ensure that data is securely stored and reported in a manner that prevents the identification of specific individuals. Use codes or pseudonyms to maintain anonymity. Ensure that participation in the study is voluntary and that participants can withdraw at any time without facing negative consequences. Participants would be asked to sign a consent form for their willingness to participate. Scales that were used for this study was obtained with the author's permission.

Data Analysis

Data was analyzed by using SPSS. Normality test are applied to test the normality. A descriptive test of non-normal data is used, and correlation analysis was used for testing the relational hypothesis. A descriptive man-Whitney is used for Group Comparison, used to compare the means of two independent groups on a continuous outcome variable. Correlational analysis sees the relationship between two or more variables. Researcher look into whether or not there is a statistically significant relationship or correlation between variables.

Chapter 3**Results**

The research investigates the correlation between conscientiousness, academic self-regulation, and self-esteem. SPSS version 26 was utilized for the analysis, involving the initial identification of demographic characteristics through frequencies and percentages. Descriptive statistics and alpha reliability coefficients were calculated, and Spearman's correlation was utilized to explore the interrelationships among the variables as data is nonnormal in the SPSS analysis.

Table 1*Demographic Characteristics of Sample (N=400)*

Characteristics	<i>n</i>	%
Gender		
Men	200	50
Women	200	50
Age		
15-19	41	10.4
20-25	333	83.5
25-30	26	6.6
Education		
Intermediate	26	6.5
Undergraduate	279	69.8
Graduate	77	19.3
Postgraduate	18	4.5

Note: n= frequency, %= percentage

Table 1 intend the number of males ($f= 50\%$) participated in the study and female ($f=50\%$). Majority of participant were from age group 20-25 ($f=83.5$) and few students were from age group 15 – 19 ($f=10.4\%$) and age group 25- 30 ($f= 6.6\%$). Data was collected from different universities. Students were from different level of education like,

intermediate ($f= 6.5\%$), undergraduate ($f=69.8\%$), graduate ($f=19.3\%$) and postgraduate ($f= 4.5\%$).

Table 2*Psychometric Properties of Scales (N=400)*

Scale	N	α	M	SD	Range	
					Actual Range	Potential Range
<i>BFI_CON</i>	9	.63	27.44	5.53	9 – 45	9- 45
<i>RSES</i>	10	.511	22.56	4.11	10 - 40	10.00 –38.00
<i>ASRS</i>	30	.77	89.07	16.96	30 -180	136 – 89.07

Note: Note: N= no. of items, M= mean, SD= standard deviation, α = alpha reliability, *BFI_CON*=Big Five Inventory conscientiousness subscale, *RSES*= Rosenberg Self-Esteem Scale, *ASRS*=Academic Self-Regulation Scale.

Table 2 intend the psychometric properties for the three scales used in this study. The Cronbach's α value for Big Five Inventory conscientiousness subscale is (α = .63) which shows moderate level of internal consistency. The mean of the scale is 27.44 and have standard deviation 5.530. The Cronbach's α value of Rosenberg Self-Esteem Scale is (α =.511) which shows moderate internal consistency, its mean is 22.56 and standard deviation is 4.11. The Cronbach's α value for Academic Self-Regulation Scale (α =.77) which shows good internal consistency with the mean 89.07 and 16.96 standard deviation.

Table 3

Descriptive statistics: Mean, Median, Mode, SD, Skewness, Kurtosis, KS (N=400)

<i>Measures</i>	<i>M</i>	<i>Median</i>	<i>Mode</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>	<i>KS</i>	<i>P</i>
<i>BFI_CON</i>	27.4	28.0	29	5.53	.10	.84	1.4	.000
<i>RSES</i>	22.5	22.0	21.0	4.11	.39	.77	1.9	.000
<i>ASRS</i>	29	21.0	90	16.96	-.05	.08	1.0	.015

Note: M= mean, SD= standard deviation, p = significance value, KS= Kolmogorov-Smirnov, BFI_CON=Big Five Inventory conscientiousness subscale, RSES= Rosenberg Self-Esteem Scale, ASRS=Academic Self-Regulation Scale.

Table 3 presents the descriptive statistics of, Big Five Inventory conscientiousness subscale, shows (mean = 27.44, SD = 5.53), , Rosenberg Self-Esteem Scale shows (mean = 22.5, SD= 4.11) and Academic Self-Regulation Scale shows (mean = 29, SD =16.96). Big Five Inventory conscientiousness subscale show normal distribution with respect to (skewness= .10) and (kurtosis= .84) values. , Rosenberg Self-Esteem Scale show non normal distribution with respect to (skewness= .39) and (kurtosis= .77) values. Academic Self-Regulation Scale show non-normal distribution with respect to (skewness= -.05) and (kurtosis= .08) values.

Table 4

Descriptive Statistics and Correlation Big Five Inventory conscientiousness subscale, RSES= Rosenberg Self-Esteem Scale, ASRS=Academic Self-Regulation Scale using Spearman's rho Correlation (N=400)

<i>Variables</i>	<i>N</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>1. BFI_CON</i>	400	-	.004	.109*
<i>2. RSES</i>	400	-	-	.234**
<i>3 ASRS</i>	400	-	-	-

*Note. *p < .05. **p <.01 (2-tailed), BFI_CON=Big Five Inventory conscientiousness subscale, RSES= Rosenberg Self-Esteem Scale, ASRS=Academic Self-Regulation Scale.*

Spearman's correlational analysis was used to analyze the relationship between conscientiousness, Self-Esteem, Academic Self-Regulation as the data was non-normally distributed. Results show that Big Five Inventory conscientiousness subscale and Rosenberg Self-Esteem Scale are positively and weakly correlated ($r = .937, p < .01$) non-significant correlation. Big Five Inventory conscientiousness subscale has moderate positive correlation with Academic self-regulation ($r = .030, p < .01$) Rosenberg self-esteem shows highly significant strong positive correlation with Academic Self-Regulation scale ($r = .000, p < .05$).

Table 5

Comparison of Gender with BFI_CON=Big Five Inventory conscientiousness subscale, RSES= Rosenberg Self-Esteem Scale, ASRS=Academic Self-Regulation Scale. (N=400)

Variables	N	Male	Female	U-value	P-value
		Mean Rank	Mean Rank		
1. BFI_CON	400	186.1	214.8	17135.5	.000
2. RSES	400	211.0	189.9	17881.5	.000
3. ASRS	400	189.0	212.0	17701.0	.015

Note: N= Number of Participants, P-value = significance value, BFI_CON=Big Five Inventory conscientiousness subscale, RSES= Rosenberg Self-Esteem Scale, ASRS=Academic Self-Regulation Scale.

Table 5 intent that the Big Five Inventory conscientiousness subscale mean rank for males (186.18) is significantly lower than for females (214.82), indicated by a Z-value of -2.483. This suggests a significant difference in conscientiousness. Rosenberg self-esteem scale mean rank males have a mean rank of 211.09, while females have 189.91. The Z-value of -1.839 suggests a significant difference favoring males scores. There's a significant difference in males and female in Rosenberg self-esteem scale. There are also significant differences in Academic self-regulation scale based on the Z-value of -1.989 with the mean rank of male 189.01 and female mean rank 212.00.

Chapter 4

Discussion

The composition of the study participants in a demographic sense contributes significantly to an understanding of how its results can be interpreted. The results presented in Tables 1 to 5 provide valuable insights into the demographic characteristics, psychometric properties, descriptive statistics, correlations, and gender differences in the study sample.

Study aims to examine the relation between 3 variables conscientiousness, academic self-regulation and self-esteem. Conscientiousness is a personality trait characterized by organization, responsibility, and goal-directed behavior, plays a pivotal role in the academic domain to, conscientious individuals are likely to approach academic challenges with a structured and disciplined mindset, influencing their study habits, time management skills, and overall academic performance. Academic self-regulation to finish work with responsible behavior, hardworking and challenging behavior to perform academic activities on time. Self-esteem is the subjective assessment of one's own worth and perception of oneself. It is formed through personal opinions and beliefs about one's capabilities, qualities, and overall identity.

More importantly the gender distribution that equates male and female sees a balanced portrayal of conscientiousness; self-esteem; academic self-regulation from several views. This gender balance agrees with previous studies that have usually struggled to attain partial representation. The large number of survey participants belonging to the age group between 20 and 25 brings forth a unique perspective. This age group represents the average

university student range, suggesting that these results are primarily relevant to this critical stage of personal and educational development. Still, adding participants from age groups 15-19 and 25–30 creates a wider range that may shed light on how conscientiousness, self-esteem, or academic self-regulation differ.

Demographic consideration has yet another component in education levels. The preponderance representing undergraduates highlights the importance of conscientiousness and self-worth within a collegiate environment. The contribution of participants at different levels from intermediate to post-graduate ensures the study application in various educational settings. In particular, this heterogeneity of demographics allows understanding how conscientiousness and self-esteem interacts with regulation in deferent educational level (Opelt & Schwinger, 2020).

The validity and reliability of the study results depend on whether or not research instruments are robust. The psychometric evaluation of the scales used in this study—conscientiousness, self-esteem and academic self-regulation constitutes a basis to assess the validity level of data collected. The Big Five Inventory conscientiousness subscale demonstrates a moderate level of reliability ($\alpha = .63$). Though this can be deemed acceptable, the discourse focuses on the consequences of such moderateness on general results. As well, a moderate internal consistency is evident in the Rosenberg Self-Esteem Scale ($\alpha = .51$), hence this paper investigates how such matters would affect self-esteem measurement accuracy under consideration.

The Academic Self-Regulation Scale with an improved internal consistency of $\alpha = .77$, seems to be a better measure. This observation raises a question of how the increased

value for reliability and precision in rating academic self-regulation is due to higher internal consistency. Along with the discussion, mean and standard deviation values of each scale give a picture on central tendencies as well as variability between conscientiousness, self-esteem and academic self-regulation (Zuffianò et al., 2013).

Establishing the characteristics of scale distribution for those scales that have been used in the study is crucial to comprehend finer details pertaining conscientiousness, self-esteem, and academic self-regulation among university students. In addition, the conscientiousness displays a normal distribution since skewness and kurtosis values are in acceptable limits. This indicates an average conscientious profile leaning towards organization, responsibility and directedness. The discussion delves into the importance of this normal distribution, looking at how well it corresponds with or shows a significant divergence from predictions in light of prior literature.

Conversely, the uneven distribution of self-esteem and academic self-regulation adds a complicating element. Positive self-esteem skewness suggests a tendency among the participants to have higher scores on self-esteem. This leads us to analyze possible causes of this skewness, including cultural background or the specific university setting. In the same way, the non-normal distribution of academic self-regulation with slight negativity skewness reveals how students vary in regulating their school behaviors. The analysis discusses the implications of these distribution characteristics, illuminating various self-esteem and academic self-regulation profiles in this study sample.

The correlation results play a crucial role within the study, revealing connections between conscientiousness with self-esteem and academic self. These correlations

demonstrate a great relationship and influence among these psychological constructs. Interestingly, the weak and positive relation between conscientiousness and self-esteem observed in analysis. This topic is explored in the discussion on one area that could be underpinning this weak relationship, taking into account variables such as multiplicity of self-esteem and different facets of conscientiousness affecting this relation.

However, in accordance with hypothesis 3 a strong positive the correlation between self-esteem and academic self-regulation indicates ways to study how high levels of personal beliefs can correlate with strained learning practices. The analysis focuses on potential causal relationships between high self-esteem and productive academic self-regulation, presenting the theoretical grounds of motivational aspects and psychic mechanisms. The significant correlation between conscientiousness and academic self-regulation leads to interesting questions about potential complexities in these constructs that should be further investigated for their mechanisms (De la Fuente et al., 2020). Research findings revealed that conscientiousness has the highest level of positive correlations with academic achievement in Russian linguistics students (Novikova, 2017). Highly conscientious students more frequently pay attention to how important it is to work intensely to learn the material for the sake of mastery and to obtain good grades, more often eliminate distractions and use a step-by-step approach to the workload (Tajana Ljubin-Golub et al., 2019).

The disclosed gender differences in the issues of conscientiousness, self-esteem and academic regulation contribute to sociopsychological depth into this investigation. The discourse goes further to the revealed gender differences, specifying their centrality for

understanding motivational and regulative features of male and female university students. Specifically, the low mean standing of males in conscientiousness suggests that differences can be noted about organization capacity and morality as well goal orientation. The study also considers the societal factors and pressures that may be causing these gender-specific conscientiousness profiles.

This signifies that in evaluating gender differences, the mean score of males is high than those of females should prompt questioners on stereotype and cultural beliefs influencing self-perception. Analysis of the gender differences in academic self-regulation; the low mean standing of males in academic self-regulation suggests that differences can be noted about female shows more academically goal directed, self-monitoring, self-encouraging .Study align with findings suggest that academic self-regulation tends to be higher in females compared to males that academic self-regulation is high in female rather than males (Abdalmuhdi M. Sawalhah ,2019).

Studies will help determine how social imperatives and conditions for learning regulate behaviors. The large-scale implications of these gender gaps are discussed in the final paragraph with regard to distinctive interventions and educational recommendations that would be put into practice considering specific needs and incentives for male versus female students (Di Giunta et al., 2013).

The theme of holistic student development emerges out as one possibility to interpret the relationship between conscientiousness and self-esteem embedded in educational settings. While the fostering of conscientiousness and self-esteem is not unique, it should be noted that this process is rather important in the holistic health

development among university students. However, the analysis points to keeping this conscientious trait that is responsible for organizational skills and goal-directed behavior. These attributes do not only enable these students to perform well in their studies but they also equip them with vital life skills such as proper time management and perseverance.

Furthermore, the discourse analyzes on deep impact that self-esteem has to student's development overall. A positive association between self-esteem and academic regulation implies that a favorable perception about the individual can lead to controlled behaviors in school. It can be interpreted as increased self-efficacy and motivation, which are an important part of students' psychological wellbeing. Lastly, the correlation between conscientiousness and self-esteem serves as a basis for making students strong individuals capable not only of facing academic but also personal challenges (Boysan & Kiral ,2017).

The repercussions for educational establishments are massive. Realizing the coexisting nature between conscientiousness, self-esteem and academic self-regulation, institutions can develop interventions that address these components in tandem. The adoption of approaches that contribute to organizational capabilities, accountability and setting goals coincides with the development of conscientiousness. At the same time, creating a positive and supportive environment that promotes self-esteem can have positive implications for students' academic behaviors as well as their psychological resilience. As the debate suggests, it promotes a shift in pedagogical paradigms to an encompassing approach that emphasizes the balanced and all-round development of students (Boysan & Kiral, 2017).

This allows for meaningful comparisons between the results of the current study and existing literature to help build an understanding of conscientiousness, self-esteem, and academic self-regulation. These comparisons reveal coincidences or discrepancies which help to enrich the broader academic process. There is commences with naming areas where the study corresponds perfectly to literature, claiming that certain relationships between conscientiousness and academic variables are strong (MacCann et al., 2009).

On the contrary, differences provide opportunities for more research. For example, the low relationship between conscientiousness and self-esteem encourages a more detailed analysis of disparate results in the research. It highlights the idea of subtle researches that take into account different aspects of conscientiousness and self-confidence, recognizing their multidimensionality (Kleitman & Stankov, 2007). The debate traverses through possible reasons for these differences including the role of culture or diversity in measurement tools, prompting further researchers to investigate into such details (Chang & Cochran-Smith, 2022). Supported result of second hypothesis by some studies, study of cross-cultural comparisons, researchers have also explored variations in self-esteem between members of majority and minority groups within the same culture, where individuals from these stigmatized groups commonly express lower levels of self-esteem compared to their counterparts in the majority group (O'Brien, 2005). Numerous studies have demonstrated that feelings of self-worth fluctuate in alignment with perceptions of social acceptance and rejection (Bellavia et al., 2003). The results of these studies have been mixed with some studies finding that individuals from individualistic cultures tend to report higher levels of self-esteem compared to those from collectivistic cultures (Heine et al., 1999).

Additionally, the debate helps to refine theoretical frameworks in student development. Through a critical analysis of the observed gender differences and by cross-referencing these findings with existing literature, this study reveals the contextual character of conscientiousness, self-esteem, and academic self-regulation. This not only strengthens theoretical models but also guides the development of culturally and gender-specific interventions. Basically, the comparative analysis serves as a guide post to future research undertakings and helps us further understand personality traits' role in psychological well-being alongside academic success among students of universities (Sandoval & Reiser, 2004).

As any other research process does, it is crucial to identify and critically discuss the limitations and boundaries that may affect the results of this study. As one major limitation, the boundaries of this study are limited to Rawalpindi/ Islamabad. Although the results provide useful information with regard to a Pakistani cultural setting, their overall applicability on an international level constitute some limitation. Countries may exhibit educational and cultural differences that influence conscientiousness, self-esteem, or academic self-regulation in a different way. Thus, the results of this study should be considered in a cultural environment where it was conducted.

Additionally, the sample design may introduce biases. However, the dependence on university students as subjects does not necessarily reflect all strata of the group in question. Limitations of generalizing results to disparate education levels and age groups should be exercised since the study targets a small part of student sample. Furthermore, the analysis uses subjective self-report data that may be influenced by social desirability and

respondent bias. The accuracy of the reported relationships may be influenced by how participants understand conscientiousness, self-esteem, and academic self-regulation.

However, limitations that can arise from factors outside the study's control are also possible. Although unforeseen world events or institutional changes could influence the significance and applicability of findings in years to come. The limitations of time and money, which govern the project's temporal boundaries affect both continuity and scope with relation to data collection. These restrictions may reduce the potential of a longitudinal study to describe conscientiousness and self-esteem development accurately over an extended time period.

The findings of the study have significant implications for educational practices, especially in designing interventions and programs aimed at facilitating students' success. The focus on conscientiousness as a predictor of the academic self-regulation implies that intervention targeting organizational skills, responsibility and goals can benefit student behavior. Such strategies could be incorporated by educational institutions into their curricula in an effort to promote traits of conscientiousness among the students.

Similarly, because of the positive relationship between self-esteem and academic autoregulation, educators can act as catalysts in creating an environment characterized by positivity and support during learning. Practices that build student self-esteem, such as affirmation and appreciation can lead to higher academic levels of self-regulation behavior. To this end, teachers who facilitate students in self-management and time management can further improve their academic regulatory skills (Deane & Song, 2015).

To sum up, the study suggests a wide application of its findings beyond academia supporting a comprehensive approach to student development. The inclusion of conscientiousness and self-esteem into the educational process can be considered as a starting point in improving students' overall quality life, resilience, performance both academically and personally. The research recommends implementing proactive strategies in academic settings that consider the reflective differences, acknowledging conscientiousness and self-esteem as critical determinants of students' educational paths.

Conclusion

In conclusion, both conscientiousness and self-esteem Separately exhibit robust and statistically significant connections with academic self-regulation. Individuals with a conscientious trait demonstrate a pronounced inclination towards duty-oriented behavior, exerting considerable effort and sincerity in their academic pursuits. This conscientiousness significantly influences their capacity for self-regulation, fostering disciplined and purposeful engagement in academic activities.

Similarly, individuals possessing high self-esteem showcase enhanced motivation and self-belief, contributing positively to their regulated behavior in academic endeavors. The conviction that their efforts will yield favorable outcomes acts as a driving force, further solidifying their commitment to academic self-regulation.

Given these findings, it becomes imperative to prioritize the cultivation of self-esteem within educational institutions to bolster students' academic motivation. Conducting diverse workshops emerges as an effective strategy to enhance students' self-esteem, aligning with the outcomes of this study and corroborating existing research that

consistently underscores the positive relationship between self-esteem and academic motivation. Academic instructors and teachers should therefore analyze students' current level of self-esteem and make efforts to transform low-level self-esteem into high-level self-esteem.

Educators and instructors play a pivotal role in this process by evaluating students' existing levels of self-esteem and actively working towards transforming lower levels into a more resilient and positive self-concept. The intervention at the educational level becomes not only a means of fostering academic success but also a pathway to nurturing students' overall well-being.

In extending these conclusions, future research could explore specific interventions and strategies within educational settings that effectively target the enhancement of both conscientiousness and self-esteem. Additionally, investigating the long-term effects of such interventions on academic performance and personal development would provide valuable insights. The emphasis on proactive approaches in educational environments, guided by the principles outlined in this study, holds the potential to significantly contribute to the holistic growth and success of students.

Limitations

The study was conducted only in Rawalpindi/Islamabad, so the results might not be generalized worldwide. This study only sees the impact of conscientiousness on academic self-regulation and self-esteem of a specifically on university students but there is other education level on which is not conducted. There was limitation of generalization because of cultural context, because of cultural context this study is only generalized in

Pakistani culture, Findings may not be generalizable to students in different cultural or educational settings.

Sample of the study is limited because there is a shortage of time for a large amount of data, resources are constraints so the limited resources, such as time and budget, may impact the depth and breadth of data collection and analysis, potentially influencing the study's outcomes. Data is collected from 3 universities, not able to collect data from every university in Rawalpindi and Islamabad. Subject biasness, study results also effected by the nature of individual how much they take our surveys serious, as in university routine majority is exhausted so they don't like to read surveys in depth.

It is necessary to expand the sample and include students of other origins and majors having dissimilar levels of education. In this manner, the results of the study do not concern themselves with a particular part of university students but about conscientiousness and self-esteem in differing conditions. And the introduction of mixed-methods approaches, such as interviews or focus groups can provide more qualitative texture to student reactions and perceptions with which quantities findings could be enriched by adding nuances (Malanchini et al., 2019).

External Factors Unforeseen external factors, like global events or institutional changes, could affect the context and relevance of the study's findings. The complexity of measuring consciousness, academic self-regulation, and self-esteem may introduce challenges, potentially leading to measurement errors or inaccuracies. Potential confounding variables. The study may not account for all possible confounding variables that could influence the observed relationships, affecting the internal validity of the results.

Recommendations

This research can support future studies as it provided a new perspective and viewpoint and researchers can continue to explore these variables with more participants in different cultures that are still unexplored. Here are some gaps in the study which will be consider in next researches.

The relationship between self-esteem and academic self-regulation is not always straightforward. Other factors like personality traits, learning environment, and socio-economic background can influence the connection have to discover in further research. Consider exploring specific facets of self-esteem (e.g., academic self-efficacy, self-compassion) and their unique connections to academic self-regulation for a more nuanced understanding.

Mixed-Methods Approach Combine quantitative measures with qualitative methods to gain a more comprehensive understanding of the complexities involved in the relationship. Also, it can Incorporate qualitative research methods, such as interviews or focus groups, to gather in-depth insights into students' subjective experiences and perspectives. **Cross-Cultural Validation** If applicable, validate the research instruments across different cultural contexts to ensure the robustness of the study's outcomes in diverse settings.

Provided its identified shortcomings, the study provides several recommendations that serve as possible doorways for future research. To overcome limited generalizability, researchers need to enlarge the geographical area and include more cultural and educational environments. The studies conducted in other regions would increase the generalizability of results and allow for a better understanding of examined relationships.

Conduct intervention studies to explore strategies for enhancing consciousness, academic self-regulation, and self-esteem, providing practical insights for educational institutions. Do Collaborative research foster collaboration with interdisciplinary teams to leverage expertise in psychology, education, and other relevant fields, enhancing the study's depth and comprehensiveness.

In hypothesis the relation of conscientiousness with self-esteem is insignificant so that there are gaps in exploring other factors linking with, for example, explore the relation and connection between social rejection and self-esteem. The relationship between self-esteem and academic self-regulation is not always straightforward. Other factors like personality traits, learning environment, and socio-economic background can influence the connection. Researchers can also further work on these factors. Consider exploring specific facets of self-esteem (e.g., academic self-efficacy, self-compassion) and their unique connections to academic self-regulation for a more nuanced understanding. Future researches should also focus on other possible factors that could interact with the conscientiousness and self-esteem. Distinguishing the specific components of self-esteem such as academic efficacy or self-compassion allows clarifying their differential associations with behaviors aimed at regulation of one's learning. Consider conducting longitudinal studies to capture changes in consciousness, academic self-regulation, and self-esteem over an extended period. Take Diverse Sample Expand the sample to include students from various disciplines, backgrounds, and educational levels to enhance the study's external validity. A longitudinal approach would allow researchers to see how conscientiousness, self-esteem and academic self-regulation developed over time which reveals the temporal dimension of these constructs (Malanchini et al., 2019).

Future implications

The study findings have important implications for educational and psychological policy and practices. It provided insights into factors that contribute to the well-being and academic success of university students. The study results can inform the development of interventions and programs that promote academic self-regulation and self-esteem in university students. The study of conscientiousness in the academic context carries theoretical and practical implications, emphasizing the importance of individual differences in predicting and understanding students' educational outcomes.

The findings of the research could have important implications for understanding the factors that contribute to academic success and well-being among university students. For example, if the research finds that there is a strong positive relationship between conscientiousness, academic self-regulation, or academic self-regulation and self-esteem, this could suggest that interventions targeting the development of these traits could be effective in improving academic performance and mental health outcomes for students.

Boosting their self-esteem by good affirmation and appreciation even on small efforts increase their self-esteem which increases in academic self-regulation behaviour in academics and also boost their energy. Teachers giving advices on self-management and time management will also helpful in increasing academic self-regulation.

References

- Akhtar, J. H. (2013). Development and validation of an academic self-regulation scale for university students. *Journal of Behavioural Sciences*, 23(2), 37.
- Abun, D. (2021). Academic self-regulation of STEM of senior high school students of divine Word colleges in Region I, Philippines and their academic performance. *Philippines and their academic performance*, (March 19,2021).
<http://dx.doi.org/10.2139/ssrn.3807851>
- Boekaerts, M. (2023). Self-regulated learning at the junction of cognition and motivation. *European psychologist*, 1(2), 100-112. <https://doi.org/10.1027/1016-9040.1.2.100>
- Brassard, G., & Méthot, A. A. (2006). Can a quantum-mechanical description of physical reality be considered complete? *International Journal of Quantum Information*, 4(01), 45-54. <https://doi.org/10.1007/s10701-010-9411-9>
- Bandura, A. (1986). *Social Foundations of Thought and Action A Social Cognitive Theory*. Englewood Cliffs, NJ Prentice Hall. - References - Scientific Research Publishing.
<https://www.scirp.org/reference/referencespapers?referenceid=1536371>
- Bembenutty, H. (2007). Self-regulation of learning and academic delay of gratification: Gender and ethnic differences among college students. *Journal Of Advanced Academics*, 18(4), 586-616. <https://doi.org/10.4219/jaa-2007-553>
- Boysan, M., & Kiral, E. (2017). Associations between procrastination, personality, perfectionism, self-esteem and locus of control. *British Journal of Guidance & Counselling*, 45(3), 284-296. <https://doi.org/10.1080/03069885.2016.1213374>

- Conrad, N., & Patry, M. W. (2012). Conscientiousness and academic performance: A mediational analysis. *International Journal for the Scholarship of Teaching and Learning*, 6(1). : <https://doi.org/10.20429/ijstol.2012.060108>
- Chang, W. C., & Cochran-Smith, M. (2022). Learning to teach for equity, social justice, and/or diversity: Do the measures measure up?. *Journal of Teacher Education*, 00224871221075284. <https://doi.org/10.1177/00224871221075284>
- Di Giunta, L., Alessandri, G., Gerbino, M., Kanacri, P. L., Zuffiano, A., & Caprara, G. V. (2013). The determinants of scholastic achievement: The contribution of personality traits, self-esteem, and academic self-efficacy. *Learning and Individual Differences*, 27, 102-108. <http://dx.doi.org/10.1016/j.lindif.2013.07.006>
- Deane, P., & Song, Y. (2015). The key practice, discuss and debate ideas: Conceptual framework, literature review, and provisional learning progressions for argumentation. *ETS Research Report Series*, 2015(2), 1-21. <https://doi.org/10.1002/ets2.12079>
- Duckworth, A. L., & Seligman, M. E. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological science*, 16(12), 939-944.
- Di Giunta, L., Alessandri, G., Gerbino, M., Kanacri, P. L., Zuffiano, A., & Caprara, G. V. (2013). The determinants of scholastic achievement: The contribution of personality traits, self-esteem, and academic self-efficacy. *Learning and Individual Differences*, 27, 102-108. <https://doi.org/10.1016/j.lindif.2013.07.006>
- De la Fuente, J., Paoloni, P., Kauffman, D., Yilmaz Soylu, M., Sander, P., & Zapata, L. (2020). Big five, self-regulation, and coping strategies as predictors of achievement

- emotions in undergraduate students. *International journal of environmental research and public health*, 17(10), 3602. <https://doi.org/10.3390/ijerph17103602>
- Ezenwaka, U., Gatome-Munyua, A., Nwankwor, C., Olalere, N., Orji, N., Ewelike, U., & Onwujekwe, O. (2022). Strategic health purchasing in Nigeria: investigating governance and institutional capacities within federal tax-funded health schemes and the formal sector social health insurance programme. *Health Systems & Reform*, 8(2), e2074630. <https://doi.org/10.1080/23288604.2022.2074630>
- Eilam, B., Zeidner, M., & Aharon, I. (2009). Student conscientiousness, self-regulated learning, and science achievement: An explorative field study. *Psychology in the Schools*, 46(5), 420-432. <https://doi.org/10.1002/pits.20387>
- Eilam, B., Zeidner, M., & Aharon, I. (2009). Student conscientiousness, self-regulated learning, and science achievement: An explorative field study. *Psychology in the Schools*, 46(5), 420-432. <https://doi.org/10.1002/pits.20387>
- Green, J. A., O'Connor, D. B., Gartland, N., & Roberts, B. W. (2016). The Chernyshenko conscientiousness scales: a new facet measure of conscientiousness. *Assessment*, 23(3), 374-385. <https://doi.org/10.1177/1073191115580639>.
- Gailliot, M. T., & Zell, A. L. (2014). Self-regulation to maintain moderate self-views: Prior self-regulation increases biases related to self-esteem. *Open Access Library Journal*, 1(8), 1-6. <https://doi.org/10.4236/oalib.1101018>
- Izadi S, Mohammadzadeh R. [Learning styles, personality traits and academic performance]. Behavior of Proceeding studies scholar teaching and learning 2014; 1: 15-28. (Persian). <https://doi.org/10.5944/openpraxis.10.3.870>

- Iqbal, N., & Ata, M. (2018). Relationship between self-efficacy, conscientiousness and academic motivation among undergraduates. *Journal of Educational Sciences & Research*, 5(2), 28-36.
- John, O. P., & Srivastava, S. (1999). The Big-Five trait taxonomy: History, measurement, and theoretical perspectives.
- Judge, T. A., Erez, A., Bono, J. E., & Thoresen, C. J. (2003). The core self-evaluations scale: Development of a measure. *Personnel psychology*, 56(2), 303-331.
- Kebriaii, M., Samadi, m., & fadavi, m. S. (2014). The relationship between personality traits and self-regulated learning with academic performance of students in islamic azad university of west mazandaran province.
- Kleitman, S., & Stankov, L. (2007). Self-confidence and metacognitive processes. *Learning and Individual Differences*, 17(2), 161-173.
<https://doi.org/10.1016/j.lindif.2007.03.004>
- Lichtinger, E., & Kaplan, A. (2011). Purpose of engagement in academic self-regulation. *Selfregulated learning*, (126).
- Ljubin-Golub, T., Petričević, E., & Rovani, D. (2019). The role of personality in motivational regulation and academic procrastination. *Educational Psychology*, 39(4), 550-568.
- Miller, D. C., & Byrnes, J. P. (2001). Adolescents' decision making in social situations: A self-regulation perspective. *Journal of Applied Developmental Psychology*, 22(3), 237-256.

- MacCann, C., Duckworth, A. L., & Roberts, R. D. (2009). Empirical identification of the major facets of conscientiousness. *Learning and individual differences, 19*(4), 451-458. <https://doi.org/10.1016/j.lindif.2009.03.007>
- Malanchini, M., Engelhardt, L. E., Grotzinger, A. D., Harden, K. P., & Tucker-Drob, E. M. (2019). “Same but different”: Associations between multiple aspects of self-regulation, cognition, and academic abilities. *Journal of Personality and Social Psychology, 117*(6), 1164–1188. <https://doi.org/10.1037/pspp0000224>
- Noftle, E. E., & Robins, R. W. (2007). Personality predictors of academic outcomes: big five correlates of GPA and SAT scores. *Journal of personality and social psychology, 93*(1), 116.
- Novikova, I. A., & Vorobyeva, A. A. (2017). Big Five Factors and academic achievement in Russian students. *Psychology in Russia, 10*(4), 95.
- Opelt, F., & Schwinger, M. (2020). Relationships Between Narrow Personality Traits and Self-Regulated Learning Strategies: Exploring the Role of Mindfulness, Contingent Self-Esteem, and Self-Control. *AERA Open, 6*(3), 2332858420949499. <https://doi.org/10.1177/2332858420949499>
- Park, J. Y., & Park, E. Y. (2019). The Rasch analysis of Rosenberg self-esteem scale in individuals with intellectual disabilities. *Frontiers in psychology, 10*, 1992.programme. *Health Systems & Reform, 8*(2), e2074630.
- Peggs, K. (2006). 16. Change, pensions and ageing in Europe: discourses of risk and security. *Public Policy and the New European Agendas, 346*.

- Pintrich, P. R., & Zusho, A. (2002). The development of academic self-regulation: The role of cognitive and motivational factors. In *Development of achievement motivation* (pp. 249-284). Academic Press
- Robins, R. W., Tracy, J. L., Trzesniewski, K., Potter, J., & Gosling, S. D. (2001). Personality correlates of self-esteem. *Journal of research in personality*, 35(4), 463-482.
- Rosenberg, M. (2015). *Society and the adolescent self-image*. Princeton university press.
- Sharma, P., & Sharma, D. M. (2021). Relationship between self-esteem and academic achievement of secondary school students. *Elementary Education Online*, 20(1), 32083208.
- Schunk, D. H., & Zimmerman, B. J. (Eds.). (2023). *Self-regulation of learning and performance: Issues and educational applications*. Taylor & Francis.
- Sawalhah, A. M., & Al Zoubi, A. (2020). The Relationship of Academic Self-Regulation with Self-Esteem and Goal Orientations among University Students in Jordan. *International education studies*, 13(1), 111-122.
- Skorek, M., Song, A. V., & Dunham, Y. (2014). Self-esteem as a mediator between personality traits and body esteem: Path analyses across gender and race/ethnicity. *PloS One*, 9(11), e112086.
- Schunk, D. H., & Zimmerman, B. J. (Eds.). (2023). *Self-regulation of learning and performance: Issues and educational applications*. Taylor & Francis.
- Sawalhah, A. M., & Al Zoubi, A. (2020). The Relationship of Academic Self-Regulation with Self-Esteem and Goal Orientations among University Students in Jordan. *International education studies*, 13(1), 111-122.

- Senler, B., & Sungur-Vural, S. (2013). Pre-service science teachers' teaching self-efficacy in relation to personality traits and academic self-regulation. *The Spanish journal of psychology, 16*, E12.
- Staller, N., Großmann, N., Eckes, A., Wilde, M., Müller, F. H., & Randler, C. (2021, June). Academic self-regulation, chronotype and personality in university students during the remote learning phase due to COVID-19. In *Frontiers in Education* (Vol. 6, p. 681840). Frontiers Media SA.
- Sandoval, W. A., & Reiser, B. J. (2004). Explanation-driven inquiry: Integrating conceptual and epistemic scaffolds for scientific inquiry. *Science education, 88*(3), 345-372. <https://doi.org/10.1002/sce.10130>
- Vakola, M., Tsaousis, I., & Nikolaou, I. (2004). The role of emotional intelligence and personality variables on attitudes toward organisational change. *Journal of Managerial Psychology, 19*(2), 88-110. <https://doi.org/10.1108/02683940410526082>
- Wolters, C. A., Pintrich, P. R., & Karabenick, S. A. (2005). Assessing academic self-regulated learning. *What do children need to flourish? Conceptualizing and measuring indicators of positive development, 251-270*. https://doi.org/10.1007/0-387-23823-9_16
- Wolters, C. A., Shirley, L. Y., & Pintrich, P. R. (2000). The relation between goal orientation and students' motivational beliefs and self-regulated learning. *Learning and Individual Differences, 8*(3), 211-238. [https://doi.org/10.1016/s1041-6080\(96\)90015-1](https://doi.org/10.1016/s1041-6080(96)90015-1)

- Yahyazadeh, F., & Mohammadipour, M. (2016). The role of interest, self-efficacy, and academic self-regulation in predicting academic achievement of students of Islamic Azad University. *Journal of Fundamental and Applied Sciences*, 8(4), 2059-2075.
- Zhao, Y., Zheng, Z., Pan, C., & Zhou, L. (2021). Self-esteem and academic engagement among adolescents: A moderated mediation model. *Frontiers in Psychology*, 12, Article 690828. <https://doi.org/10.3389/fpsyg.2021.690828>
- Zeigler-Hill, V. (Ed.). (2013). *Self-esteem* (Vol. 1). Psychology Press.
- Zimmerman, B. J. (2012). Goal setting: A key proactive source of academic self-regulation. In *Motivation and self-regulated learning* (pp. 267-295). Routledge.
- Zimmerman, B. J. (2023). Dimensions of academic self-regulation: A conceptual framework for education. In *Self-regulation of learning and performance* (pp. 3-21). Routledge. <http://ci.nii.ac.jp/ncid/BA2336451X>
- Zuffianò, A., Alessandri, G., Gerbino, M., Kanacri, B. P. L., Di Giunta, L., Milioni, M., & Caprara, G. V. (2013). Academic achievement: The unique contribution of self-efficacy beliefs in self-regulated learning beyond intelligence, personality traits, and self-esteem. *Learning and individual differences*, 23, 158-162. <https://doi.org/10.1016/j.lindif.2012.07.010>

Informed Consent

I am Mustabshera. Psychology student of B.S in Capital University of Science and Technology I am currently doing research on the relationships of conscientiousness with academic self-regulation and self-esteem among University Students. Which is a requirement of my degree. I invite you to take part in this study. If you volunteer to participate in this research work, you only need to fill out the questionnaire carefully without omitting any questions. Please fill out the questionnaire. Your identity will be kept confidential. Participation in this study is voluntary, and all the information you provide will remain confidential. You have the right to say no, but it would be a great contribution and help to this research if you participated and responded honestly. If you have any ambiguity regarding this study, You are free to contact me through email.

Email: mustabsherasherazi3star@gmail.com

Signature: _____

Thankyou

Demographic Information Sheet**Age:****Gender:**

Male

Female

Education: Intermediate

Undergraduate

Graduate

Postgraduate

APPENDIX-C

SCALE -1

Read each statement carefully and choose one of five possible responses. There are no right or wrong answers. We are just interested in your views. Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by marking in the box according to the corresponding number to your opinion in the space next to each statement.

Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
1	2	3	4	5

S.No	Item	1	2	3	4	5
1	Does a thorough job					
2	Can be somewhat careless					
3	Is a reliable worker					
4	Tends to be lazy					
5	Tends to be disorganized					
6	Perseveres until the task is finished					
7	Does things efficiently					
8	Makes plans and follows through with Them					
9	Is easily distracted					

SCALE -2

Read each statement carefully and choose which one of four possible responses best reflects you by marking in the box according to the corresponding number. There are no right or wrong answers. Using the scale below, please indicate the extent to which you agree or disagree with the following statements.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

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

SCALE -3


Read each statement carefully and choose which one of six possible responses best reflects you by marking in the box according to the corresponding numbers. There are no right or wrong answers. We are just interested in your views. Using the scale below, please indicate the extent to which you agree or disagree with the following statements.

Strongly Agree	Slightly Agree	Agree	Disagree	Slightly Disagree	Strongly Disagree
1	2	3	4	5	6

S.No	Item	1	2	3	4	5	6
1	I consciously make sure that my class attendance does not go below 80%						
2	I can perform well all activities in the class assigned by the teacher						
3	I keep record of all class notes provided by the teachers						
4	I compete with high achievers among my class fellows						
5	I set goals for attaining grades in the class						
6	I am regular in class because I am well aware of rules to be dropped from a course						
7	I work to get first position in the class						
8	I always submit my written assignment to my teacher before other students in the class						
9	I always come five minutes before class time						
10	I work just to pass this course						
11	I am aware of disciplinary rules and regulations of semester system						
12	I know about the promotion rules of semester system .						
13	My good performance in the class is the result of teacher's motivation.						

14	I am well aware of Grade Point Average (GPA) system of assessment and evaluation						
15	I know about the means through which my assessment will be made in semester system						
16	My good performance in the class is the support of my family and friends						
17	Use of technical terms in the classroom learning is sometime difficult but helpful in understanding the subject						
18	Assignment method is very boring and useless in learning situation						
19	I give up/ skip difficult parts of learning material provided.						
20	I usually rely on cramming the learning material						
21	I like to study in group because that enhances my learning ability						
22	I can search the reading material given as assignment by the instructor.						
23	I use highlighting, heading, chunking and other study helps in learning books and other materials.						
24	I feel difficult to complete assignment given by the teacher in time						
25	I am hesitant to speak English and to take part in class discussion in English language						
26	I feel hesitant when I am asked to present assigned work in front of the class						
27	I am not satisfied with my performance in the class						
28	I take part in classroom discussion only to get favor of teachers in grades						
29	I usually study according to the study schedule set by myself						
30	My good performance in the class is due to my own efforts						

APPENDIX-D

 Capital University of Science and Technology
Islamabad

Islamabad Expressway, Kahuta Road,
Zone - V, Islamabad, Pakistan
Telephone : +92-(51)-111-555-666
 : +92-51-4486700
Fax : +92-(51)-4486705
Email : info@cust.edu.pk
Website : www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-618
August 7, 2023

TO WHOM IT MAY CONCERN

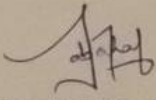
Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

Ms. Mustabshera, registration number **BSP201061** is a bona fide student in BS Psychology program at this University from Spring 2020 till date. In partial fulfillment of the degree, she is conducting research on "Academic self-regulation and self-esteem among adults". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,



Dr. Sabahat Haqqani
Head, Department of Psychology
Ph No. 111-555-666 Ext: 178
sabahat.haqqani@cust.edu.pk

Big Five Inventory

Where do I get the Big Five Inventory (BFI)?

The Big Five Inventory (BFI) is a self-report inventory designed to measure the Big Five dimensions. It is quite brief for a multidimensional personality inventory (44 items total), and consists of short phrases with relatively accessible vocabulary. A copy of the BFI, with scoring instructions, is reprinted in the [chapter](#) as an appendix (the last 2 pages). It is also available through Oliver John's [lab website](#). No permission is needed to use the BFI for noncommercial research purposes (see below).

What are other ways of measuring the Big Five?

The BFI is not your only option for measuring the Big Five...

The [International Personality Item Pool](#),


Rosenberg Self-Esteem Scale



The Rosenberg Self-Esteem Scale is perhaps the most widely-used self-esteem measure in social science research. Dr. Rosenberg was a Professor of Sociology at the University of Maryland from 1975 until his death in 1992. He received his Ph.D. from Columbia University in 1953, and held a variety of positions, including at Cornell University and the National Institute of Mental Health, prior to coming to Maryland. Dr. Rosenberg is the author or editor of numerous books and articles, and his work on the self-concept, particularly the dimension of self-esteem, is world-renowned.


The Rosenberg Self-Esteem Scale is now in the public domain, meaning you may use it without charge and without notifying the Sociology Department. This permission extends to making translations or adaptations as you see fit, consistent with traditional scholarly attribution practices. The department does not maintain any information on the scale beyond what is linked below, and cannot advise on its use.

Academic Self-Regulation scale

✕  **ResearchGate app** Install

Get it on Google Play now

- ✓ Keep up with your stats and more
- ✓ Access scientific knowledge from anywhere



Nasir Mahmood
Doctor of Philosophy · Professor and
Dean at Allama Iqbal Open University
Pakistan

Research Interest Score _____ 727.3

Citations _____ 481

h-index _____ 11

**Permission taken on phone
call from the assistant of
Nasir mehmoood**

Citations over time