

## **Predicting academic performance of undergraduate students through collective self-esteem and group trust**

### **ABSTRACT**

This study was motivated by the concern that how group positiveness could potentially give an impact upon academic achievement of students. In specific, this study attempted to investigate effects of collective self-esteem (CSE), group trust (GT), and each domain of CSE and GT upon academic achievement. This study also aims to compare the effects of CSE, GT and each of their domains between male and female students. Eight hundred and sixty nine students from various faculties in Universiti Malaysia Sabah voluntarily participated in the study. CSE was measured through the Collective Self-Esteem Scale by Luhtanen and Crocker (1992) and GT was measured through Trust in Team Scale by Adams, Waldher and Sartori (2008). Both of the scales contain 4 domains. Membership SelfEsteem, Private Self-Esteem, Public SelfEsteem, and Importance to Identity are the domains for CSE. Whilst, GT are comprised of Competence, Integrity, Benevolence, and Predictability. Academic performance was measured by the students' Cumulative Grade Point Average (CGPA) in Semester I, 2019. Descriptive data analysis, correlation analysis and multiple regression analysis have been conducted and the results showed that overall scores of CSE and GT had no effects on the CGPA. However, in the second attempt, 2 of the CSE domains, i.e. Membership and Importance to identity contributed significantly towards CGPA. Interestingly, further results revealed that low score of Competence turned out to be the most significant GT predictor towards CGPA in both males and female students. These findings suggest that positive feelings derived from group belongingness and trust given to group members could boost the academic success of students.