

RELATIONSHIP: SELF-ESTEEM - ACADEMIC ACHIEVEMENT - ARTISTIC ACHIEVEMENT OF MUSIC STUDENTS AFTER THE PANDEMIC YEARS

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Abstract: *The research aimed to investigate the relationship between the self-esteem of music students and their academic and artistic performance in both, the pre-pandemic period of Covid-19 and post-pandemic (N - 72 subjects and 78 subjects). Thus, in the year 2019, between self-esteem and academic results there is a positive correlation with a mean value of, $r = .560$ with $p < 0.01$, and in the year 2022 there is a positive but, significant correlation with a much lower value, $r = .261$ with $p < 0.05$. The same decrease was seen in the correlation between self-esteem and artistic achievement. This in 2019 had an average value of $r = .567^{**}$ with $p < 0.01$ and in 2022, the correlation becomes insignificant with a value of $r = .136$. Between academic and artistic outcomes, in the year 2019 there is a positive correlation with a mean value of, $.583^{**}$ with $p < 0.01$. In the year 2022, the correlation remains positive but with a reduced to half value, $.258$ with $p < 0.05$. We can affirm that the Covid-19 pandemic was a factor that hindered the artistic development of the Music Faculty students.*

Key words: *self-esteem, academic results, artistic (musical) results, students Faculty of Music*

1.Introduction: is self-esteem important?

Self-esteem is a multidimensional and hierarchical psychological construct (Rentzsch, Wenzler, Schütz, 2016) that refers to a person's evaluation of his or her personal worth (Rosenberg, 1965). Self-esteem is related to similar notions such as merit, self worth and includes all of an individual's beliefs about him- or herself (Madsen, 2014). The best known form is global self-esteem: general, consciously accessible self-evaluation (Hepper, 2016), which refers to self-competence (Tafarodi, Swann, 2001). Most people have relatively high self-esteem, although levels vary throughout life and depend on experiences of interpersonal

acceptance. There are cultural (European-Canadian versus Asian-Canadian) and gender differences in the importance of self-esteem (Vaughan-Johnston, Jacobson, 2021).

Self-esteem is associated with important life outcomes such as: psychological adjustment, academic success, physical health and human relationships well-being. However, the extent to which self-esteem determines these outcomes remains controversial (Crocker, 2001; Jordan, Zeigler-Hill, Cameron, 2015).

1. Background

The importance of high self-esteem is frequently a debated topic in academic and public community, and the belief that self-esteem leads to good outcomes has been introduced as an individual impact difference variable (Vaughan-Johnston and Jacobson, 2021). Other researchers have demonstrated that academic self-actualization is both a cause and an effect of self-esteem (Marsh and Craven, 2006; Trautwein, et. al., 2006). Results from other studies have revealed a positive and significant relationship between self-esteem and academic achievement among students (Ghasemzadeh, et. al., 2012; Okoye and Onokpaunu, 2020) or claimed that self-esteem is a predictor of academic achievement (Pullmann and Allik, 2008; Moyano, Quílez-Robres, Pascual, 2020). The relationship between self-esteem and academic achievement of young adolescents in two Western cultural contexts was investigated: United States and England. For both samples, quantitative results demonstrated that decreases in self-esteem were related to multiple indicators of academic achievement in the following year. While country differences occur by the end of the school year, mathematics appears to have a consistent relationship with self-esteem in both country contexts (Zoller Booth & Gerard, 2011). On academic achievement, Erdinç and Murat (2017) appreciated that academic performance has direct and interactive effects on self-esteem and in Rosli et al. (2012) research results showed that subjects with high self-esteem perform better in the academic environment ($p < 0.0005$, $r = 0.32$). The results of other research indicated that media multitasking was negatively correlated with academic performance, but not with self-esteem; the relationship between self-esteem and academic performance was reciprocal; and academic performance could mediate the relationship between media multitasking and self-esteem (Luo, Yeung, Li, 2020).

Positive effects on self-esteem were recorded as follows: cross-cultural relations and teacher interest positively predicted academic self-concept and self-esteem (Oczlon, Bardach, Lüftenegger, 2021); self-esteem, goal-directedness components (mastery, approach performance, and avoidance performance), and academic achievement were correlated ($p < 0.05$) (Rahmani, 2011); social development goals influenced students with low self-esteem against negative emotions and amplified positive emotional experiences, in contrast, social avoidance goals were particularly detrimental for students with low self-esteem (Shim, Wang, Cassady, 2013).

Di Giunta et al. (2013) research showed how conscientiousness, openness, and self-esteem were positively correlated, with both traits and self-esteem increasing students' perceived academic self-efficacy, which in turn mediated the effect of conscientiousness and self-esteem on students. Self-esteem also fully mediates the relationship between social support and academic achievement and the relationship between social support and emotional exhaustion (Li et al., 2018) and mediates relationships between procrastination and well-being. Moreover, the indirect effect of procrastination on well-being by mediating self-esteem may vary with academic achievement (Erdoğan and Murat, 2017). Students' cognitive abilities seem to have a direct influence on their academic performance. That is, those students who have better executive performance usually achieve better grades/grades. In addition, self-esteem seems to play a moderating role between cognitive skills and academic performance (Cid-Sillero, Pascual-Sagastizabal, Martínez-de-Morentin, 2020). There is also research that does not support the link between self-esteem and academic achievement: self-esteem is only weakly related to behaviour and objective outcomes such as academic achievement, physical attractiveness and popularity (Crocker, 2001) or Baumeister et al. (2003) who conclude that self-esteem - the global component of self-concept - has no effect on subsequent academic performance/accomplishment (Zuffiano et al., 2013; Jenaabadi, 2014).

How does music help? Attending an instrumental music program increases the academic achievement of a student with special educational needs and self-esteem also changes positively (Surrency, 2001). The active involvement of music students in music making has led to the following findings: (1) music making can be realized as a musical act - it has allowed participants to deepen their musical knowledge and understanding; (2) music making can also be seen as a social act - where subjects felt they were active contributors to a

group outcome, developed a strong sense of belonging, gained popularity and made friends who shared the same concerns, enhancing social skills and building a strong sense of self-esteem and satisfaction and (3) music influences the self in terms of developing personal skills, facilitating students' personal identity and encouraging the development of self-actualization, self-confidence and intrinsic motivation (Kokotsaki and Hallam, 2007). The positive effect of music classes conducted in high schools on self-esteem, general self-esteem for younger subjects and academic self-esteem for older students is known (Rickard, et al., 2012). Do students who perform music perform better academically than others? Results from a 2013 research study confirmed this hypothesis: students who study music have better academic outcomes/grades/grades in all subjects (Cabanac et.al., 2013). The results of another research showed that piano instruction had a positive effect on subjects' self-esteem, but did not influence their academic achievement in mathematics and language as measured by standardized tests (Costa-Giomi, 2004). Another research makes an important point: averaging by academic achievement was significant only for academically gifted students, while averaging by academic engagement was significant only for artistically gifted students (Lee, Jones, Day, 2017).

There is a significant difference observed between self-esteem among male and female students (Ghasemzadeh et. al., 2012). Academic achievement and self-esteem did not have a significant positive correlation when taken together in male students and female students respectively. There was a significant correlation between self-esteem and academic achievement of male students, but there was no significant correlation between female students' self-esteem and their academic achievement (Khan, Mahmood, Zaib, 2019). Other research has also found that female participants had lower levels of self-esteem than male participants (Saadat, Ghasemzadeh, Soleimani, 2012; Araujo and Lagos, 2013; Rentzsch, Wenzler, Schütz, 2016; Brase & Dillon, 2022). However, there is also research to the contrary: female students' self-esteem is higher than that of male students (Jenaabadi, 2014); girls had significantly higher levels of achievement and expectations of success than their male peers (Skaalvik, 1990). If we refer to the gender perspective for musical success, a significant difference was found in favour of male students (Demirsöz, Kocabaş, 2009). But, the results of other research showed significant differences ($p < .01$) in musical self-esteem for the gender factor - the mean score of females being higher (Kokotsaki and Hallam, 2007).

2. Methodology

The research aimed to examine the relationship between the self-esteem of music students and their academic and artistic performance, respectively, in the period before the Covid-19 pandemic and after the pandemic. The questionnaire survey was one of the methods used in the research, the second one was the psychological testing method. The research instruments were: the questionnaire constructed by analyzing the results of a qualitative approach and the Rosenberg Self-Esteem Scale. For the construction of the first instrument, a focus group with experts in the field of music (teachers, prestigious performers) was conducted. The questionnaire had two dimensions: academic results and artistic results. The first dimension tracked academic results (average grade point average and satisfaction with it). The second dimension concerned: results at artistic events, such as international and national master classes, international and national prizes, international and national concerts, and study and practice mobility. The questionnaire was developed and validated specifically for this research (Cronbach's Alpha test value is .518, which indicates a medium consistency of the instrument used).

Data were collected from June-July 2019 and June-July 2022 respectively. Consent was obtained prior to the application of the instruments, with subjects being explained the purpose of the research, research methods and instruments, associated risks, and the rights they had as a research participant. Participants were assured of data confidentiality. On average, completion of the questionnaire and Rosenberg Scale took 10-15 minutes per participant.

The groups of participants had 72 subjects respectively 78 subjects, all of them being students and master students of the Faculty of Music of Transilvania University from Brasov - Romania. If we look at the first group of subjects from an age perspective, the majority of the subjects are aged between 21-25 years, more precisely 52 subjects (72.2%), followed by 13 subjects (18.1%) aged under 20 years; 4 subjects (5.6%) aged between 26-30 years and 3 subjects (4.2%) aged over 35 years. In terms of subjects' age, the second group had the majority of subjects aged between 21-25 years (64.1% - 50 subjects), followed by those aged under 20 years and over 35 years respectively (12 subjects - 15.4%) and finally those aged 26-30 years and 30-35 years respectively (2 subjects - 2.6%).

Group analysis criteria	Group 2019 - N=72		Group 2022-N=78	
	frequency-proven	frequency-proven	frequency-proven	frequency-proven
Gender of subjects	Female	male	Female	male

	45-62.5%	27-37.5%	50-64.1%	28-35.9%
Family and growth Environment	Urban	rural	Urban	rural
	47-65.3%	25-34.7%	50-64.1%	28-35.9%
Job - related to music (singing/music teachers/at the Popular School of Arts, employees of the Opera/opera theatres, orchestras)	From	nu	From	Nu
	23-32.9%	49-68.1%	26-33.3%	52-66.7%
Marital status	Single	married	Single	Married
	69-95.8%	3-4.2%	68-87.2%	10-12.8%

Table 1. Characterization of subject groups

Of those who work, in the case of the first group, most (9 subjects - 12.5%) have between 1 and 3 years of working experience, followed by 6 subjects (8.3%) with less than one year of experience, between 4 and 6 years of experience and only one subject (1.4%) with more than 20 years of experience. The situation is different for the second group: most of them, 14 subjects

- 17.9%, have been working for 1-3 years, followed by those with more than 20 years (8
- subjects 10.3%), those with less than 1 year (7 subjects - 9%), those with 4-6 years and 16-20 years (2 subjects - 2.6%) and finally those with 7-10 years (1 subject - 1.3%). If we look from the perspective of place of work, for the first group, most of those working, 6 subjects (8.3%) are teachers at music high schools, 4 subjects (5.6%) are teachers at music school (grades I-VIII), 3 subjects (4.2%) play in a band in restaurants/bars and 2 subjects (2.8%) are employed at the opera or at the Folk Art School. For the second group, most of those working, 14 subjects - 18.2% are music/singing teachers at general schools/music high schools/afterschools/Popular School of Arts, then 9 subjects - 11.5% are not working in music, 7 subjects (9%) are playing in opera houses/radio orchestra and 5 subjects (6.4%) are playing in a band in restaurants/bars.

3. Results

We begin the investigation of the research with this objective: "to analyze the relationship between the level of self-esteem and academic and artistic results in music students and this includes, master program students. If in 2019 it is found that there are Spearman correlations, of medium value, between self-esteem and academic results obtained (see, Ghasemzadeh, et. al., 2012; Okoye, Onokpaunu, 2020), in the year 2022, things changed and not in a positive way. Thus, in the year 2019, between self- esteem and academic results there was a positive correlation with a mean value of, .560 with p- 0.01, and in the year 2022

there is a positive but, significant correlation with a much lower value, .261 with $p < 0.05$. The same decrease is recorded for the correlation between self-esteem and artistic achievement. This in 2019 had a mean value of .567** with $p < 0.01$ and in 2022, the correlation is insignificant with a value of .136. Between academic and artistic results, in the year 2019 there is a positive correlation, with a mean value of, .583** with $p < 0.01$ (Cabanac et.al., 2013). In the year 2022, the correlation remains positive but with a halved value, .258 with $p < 0.05$. We can affirm that the Covid-19 pandemic was a factor that hindered the artistic development of the students of the Faculty of Music.

Referring to the academic results (average of the last semester), we note that they increased very little in 2022 compared to 2019. Thus if we look at the first range of averages - between

9.50 - 10.00 - they increased slightly, from 31.9% (23 students) in 2019, to 32.1% (25 students) in 2022; for the second range of averages - 9.49 - 9.00 - we observe the same slight increase, from 22.2% (16 students) to 23.1% (18 students); also a slight increase was recorded for the range of averages 8.50 - 8.99, from 16.7% (12 students) to 20.5% (16 students) respectively the range of averages 8.00 - 8.49, from 16.7% (12 students) to 17.9% (14 students). Under these conditions it was expected that the last range, the one with averages below 8.00, would show a decrease, i.e. from 12.5% (9 subjects) in 2019 to 6.4% (5 subjects) in 2022.

Satisfaction with academic results is generally high for both years surveyed. The degree of satisfaction with academic results is of course high and very high for students with good and very good academic results (averages between 9.00-10.00), there are however 3 subjects (4.17%) of those with results between 9.00-9.49 who are slightly dissatisfied, in 2019 and in 2022, only one is dissatisfied (1.28%). Interestingly, many of the students with poor academic results, below 8.00 (66% in 2019 and 60% in 2022) are satisfied with their results. Could we be talking about a false self-sufficiency?

When it comes to self-assessment of academic performance, only 9 out of 72 subjects (12.51%) say that their academic performance is very good for 2019. The situation remains somewhat the same for the year 2022, when 12 subjects (15.38%) state that their academic performance is very good. For the year 2019, demanding are the 2 subjects (2.78%) with academic performance between 9.00-9.49 who self-assess their performance as not very good. In the year 2022, we did not record situations similar to the one presented above. At the opposite pole, in 2019, students with academic results below 8.49 (15 subjects - 20.83%) self-assess themselves as good, only 1 student (1.39%) self-assess themselves as not very good and 1 subject (1.39%) as poor. For the year 2022, 5 students (6.41%) of those with academic results below 8.49, self-assess them as

less good (2.56% - 2 students) and poor (1.28% - 1 student). Shall we raise an unrealistic self-assessment of the latter?

Looking at the mean values within artistic outcomes, we find that they have improved slightly for all aspects investigated except for practice mobilities. A possible explanation could be that various competitions, master classes could also be organized online if physically they could not but practice mobilities less so. From the table below (Table 2), looking analytically we observe that the highest average was (2019) and is (2022) recorded by national concerts: 2.33 with a standard deviation of 0.277 respectively, 2.83 with a standard deviation of 2.698. If in 2019 the next highest value was held by national master class attendance: 1.70 with a standard deviation of 0.143, in 2022 national awards are next highest with an average of 1.91 and a standard deviation of 2.261. Again there is a reversal, in 2019 the national awards follow with an average of 1.69 and a standard deviation of 0.277, in 2022 the national master class participations are next: average of 1.73 with a standard deviation of 1.306. The lowest mean values are recorded by international awards 1.08 with a standard deviation of 0.043 and study mobility with a mean of 1.02 and a standard deviation of 0.027, for 2019. For the year 2022, study mobility (mean 1.11 and standard deviation .644) and international awards (mean 1.10 and standard deviation .444) are at the bottom.

No.	ACTIVITIES	Mean 2019	Std. deviation	Mean 2022	Std. Deviation
1	International Master Class	1.27	.086	1.39	.944
2	National master class participation	1.70	.143	1.73	1.306
3	International Awards	1.08	.043	1.10	.444
4	National Awards	1.69	.205	1.91	2.261
5	International concerts	1.36	.124	1.53	1.202
6	National concerts	2.33	.277	2.83	2.698
7	Study mobility	1.02	.027	1.11	.644
8	Practical mobility	1.41	.147	1.19	.883

Table 2. Mean values for students' artistic results

A look at the relationship between self-esteem and academic results (see Table 3) leads us to state: most subjects with medium and high self-esteem place themselves with academic results in the range of grades 9.00 and 10 (26 subjects - 35.88% have medium self-esteem, respectively 3 subjects - 4.14% have high self-esteem - year 2019). The situation is maintained in the same parameters for the year 2022 (24 subjects - 30.76% have medium self-esteem, respectively 4 subjects - 5.12% have high self-esteem). Only 10 subjects (13.80%) have low self-esteem level, they have school results above 9.00 - year 2019, respectively 2 subjects (2.56%) have low self-esteem level, they have school results above 9.00. The research was continued, comparing self-esteem and academic results of music students from a gender perspective. Thus, for the year 2019, girls are better distributed in the range of grades 9.50-10: 28.89% (medium level of self-esteem), only 4.44% of them having high level self-esteem and 4.44% having low level self-esteem. On the same 9.50-10 score range, boys score almost 10% lower, i.e. 18.5% are placed at the medium level and 3.7% at the high level of self-esteem, with no value for the low level of self-esteem (see Table 2). In the year 2022, the situation changes. Boys are better distributed across the 9.50-10 score range: 28.57% (medium level of self-esteem), with only 3.57% of them having high level self-esteem and none having low level. On the same 9.50-10 score range, girls score almost 9% lower, i.e. 20% are placed at the medium level and 4% at the high level of self-esteem respectively, 8% at the low level of self-esteem.

Gender of subjects		2019 - Self-esteem			2022 - Self-esteem		
		over 36	between 30-36	between 13-29*	over 36	between 30-36	between 13-29*
Female	between 9,50 - 10	4.44%	28.89%	4.44%	4%	20%	8%
	between 9,00 - 9,49	0	11.11%	13.33%	0%	8%	16%
	between 8,50 -	0	11.11%	4.44%	2%	16%	10%

		8,99					
		betwe	0	0	13.33%	2%	4%
		en					4%
		8,00 -					
		8,49					
		under	0	2.22%	6.67%	0%	0
		8,00					6%
	Total		4.44	53.33	42.21%	8%	48%
			%	%			44%
		betwe	3.7%	18.5%	0	3.57	28.57
		en				%	%
		9,50 -					
		10					
		betwe	0	11.1%	7.4%	3.57	7.14%
		en				%	10.71
		9,00 -					%
		9,49					
	Academ	Betwe	0	11.1%	7.4%	0%	7.14%
	ic	en					0%
	results	8,50 -					
		8,99					
		betwe	0	11.1%	11.1%	0%	7.14%
		en					0%
		8,00 -					
		8,49					
		under	0	0	18.5%	0%	21.42
		8,00					%
	Total		3,7	51.8%	44.4%	7.14	71.41
			%			%	21.42
		betwe	4.14	24.84	2.76%	3.84	23.07
		en	%	%		%	%
		9,50 -					
		10					
		betwe	0	11.04	11.04%	1.28	7.69%
		en		%		%	14.10
		9,00 -					%
		9,49					
	Acade	Betwe	0	11.04	5.52%	1.28	12.82
	mic	en		%		%	%
	results	8,50 -					
		8,99					
		betwe	0	4.14%	12.42%	1.28	10.25
		en				%	%
		8,00 -					
		8,49					
		under	0	1.38%	11.04%	0%	0%
		8,00					6.41%

Total	4.14	52.44	42.78%	7.68	53.83	38.45
	%	%		%	%	%

Table 3. Academic outcomes - self-esteem, gender perspective

*-note that on the 0-12 range of self-esteem there were no subjects

For 2019, the Spearman correlation calculated between self-esteem level and academic achievement is a significantly positive one of medium level, for girls, .541** with p-0.01 and for boys it is a high correlation, exceeding that of girls being, .622** with p-0.01. For the year 2022, the Spearman correlation value is a significantly positive medium level, for boys .451* with p-0.05 while for decreased, becoming a non-significant correlation, r- .179 (see Saadat, Ghasemzadeh, Soleimani, 2012; Araujo and Lagos, 2013; Rentzsch, Wenzler, Schütz, 2016; Brase and Dillon, 2022).

If we look at artistic outcomes and self-esteem (See Table 4), we can see how high and medium levels of self-esteem record the highest values of artistic outcomes, for both years investigated: 56.58% - 41 subjects (2019), respectively 61.44% - 48 subjects (2022). For the year 2019, self-esteem correlates significantly positively with artistic outcomes: positive, medium-level Spearman correlation with a .567** value at a p-0.01, but this is not repeated in 2022. Comparing girls and boys, we observe that in 2019, the results are significantly in favor of girls for the three levels of self-esteem (see Table 3). For the year 2022, the situation changes in favor of boys. For the year 2019, the Spearman correlation calculated between the level of self-esteem and artistic results is a positive one, for girls, being a medium level .524** with p- 0.01 and for boys it is a correlation that exceeds the medium level and exceeds that of girls being, .627** with p-0.01. For the year 2022, the correlations between the same variables are insignificant.

	ove r 36	betwee n 30- 36	betwee n 13- 29	over 36	betwee n 30- 36	betwee n 13- 29
201-300 awards	0	1s.- 2.22%	0	0	2s.-2%	0
101-200 awards	0	2s.- 4.44%	0	0	4s.-8%	0
Awar awards ds	76-100 0	1s.- 2.22%	1s.- 2.22%	0	2s.-4	2s.-4%
awardsFemale awards	51-75 score6-10 4.44%	2s.- 4.44%	0	0	0	0
	0	1s.-2.22	2s.- 4.44%	0	02s.-4%	4s.-8%
1-5 awards	0	17s.-	4s.-	0	5s.-10%	4s.-8%

		no prize	0	37.74%	8.88%			
	Total			2s.-4.44%	12s.-26.64%	4s.-8%	9s.-18%	12s.-24%
Awards	26-50 awards	76-100 awards	2s.-4.44%	24s.-53.28%	19s.-42.18%	4s.-8%	24s.-48%	22s.-44%
Male awards	11-25 awards	6-10	0	1s.-3.7%	0	0	2s.-7.14%	0
	score	1-5 awards no prize	0	1s.-3.7%	0	0	1s.-3.57%	0
	Total	201-300 awards	0	3s.-11.1%	0	0	2s.-7.14%	0
		101-200 awards	0	1s.-3.7%	0	0	2s.-7.14%	0
		76-100 awards	1	6s.-22.2%	1s.-3.7%	0	9s.-32.13%	2s.-7.14%
		51-75 awards	1	2s.-7.4%	11s.-40.7%	2s.-7.14%	2s.-7.14%	6s.-21.42%
Total	Awards score	26-50 awards	1s.-3.7%	14s.-51.8%	12s.-44.4%	2s.-7.14%	18s.-64.26%	8s.-28.56%
		11-25 awards	0	1s.-1.38%	0	0	2s.-2.56%	0
		6-10	0	2s.-2.76%	0	0	4s.-5.12%	0
		1-5 awards no prize	0	2s.-2.76%	1s.-1.38%	0	4s.-5.12%	2s.-2.56%
	Total		2	0	0	0	0	0
			0	1s.-1.38%	0	0	1s.-1.28%	0
			0	3s.-4.14%	0	0	2s.-2.56%	0
			0	2s.-2.76%	2s.-2.76%	0	4s.-5.12%	4s.-5.12%
			0	23s.-31.74%	5s.-6.9%	0	14s.-17.92%	6s.-7.68%
			1s.-1.38%	4s.-5.52%	23s.-31.74%	6s.-	11s.-14.08%	18s.-23.04%
			3s.-4.14%	38s.-52.44%	31s.-42.78%	6s.-7.68%	42s.-53.76%	30s.-38.40%

Table 4. Artistic achievement score (awards) - self-esteem, gender perspective

For the year of 2019, the forms of artistic achievement and self-esteem correlates significantly positively, on average levels with: national master classes (.577**), international awards (.402**) and national awards (.434**). For 2022, there is no significant correlation. For the year 2019, the presence of awards in the independent samples t-test obtained: $t = -$

1.761, $p = .043$. The significance threshold is less than 0.05 which means that the difference is statistically significant. So, there are gender differences in the presence of awards (the mean of boys exceeds that of girls, 1.51 versus 1.31) (see, Demirsöz, Kocabaş, 2009). For the year 2022, the number of awards in the t-test for independent samples had the value $t=-0.828$, $p=0.016$. The significance threshold being less than 0.05 means that the difference is statistically significant. So, there are gender differences in the number of awards (boys' mean exceeds girls' mean, 7.67 versus 7.22).

If we also extend the analysis between academic and artistic results, for 2019, within the two groups, girls and boys, it is observed that girls with academic results above 9.00 achieve more artistic results, compared to their male peers. Of the girls with grades above 9.00, more than half, 25 girls (55.25%) report artistic results compared to 33.33% (9 subjects) of the boys with grades above 9.00 (see Fig. 1 and Fig.2).

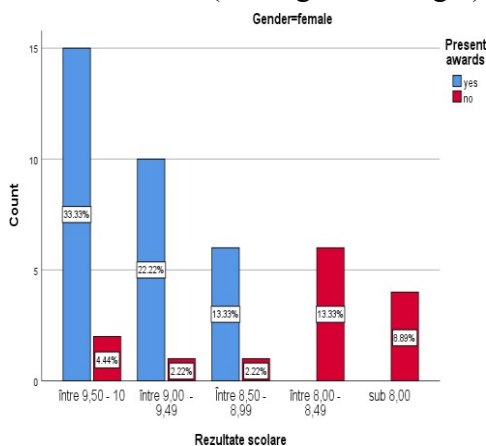


Fig. 1 Relationship between academic results and artistic results, female gender, 2019

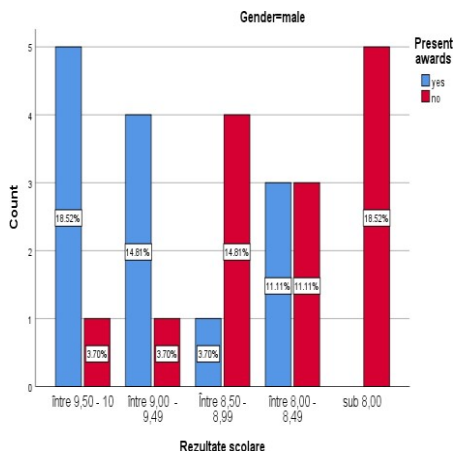


Fig. 2 Relationship between academic results and artistic results, male gender, 2019

If we look at the same situation but for the year 2022, we see that the percentages are equalised, with both girls and boys registering approximately the same percentages: 32% - girls and 32.14% - boys (see Fig. 3 and 4).

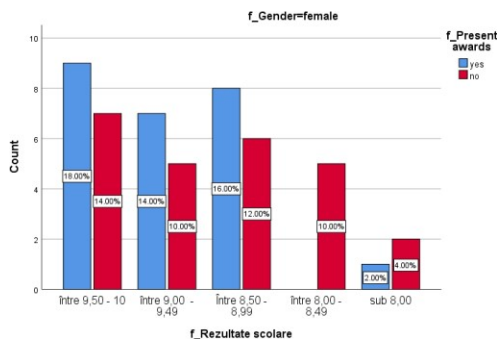


Fig. 3 Relationship between academic results and artistic results, female gender, 2019

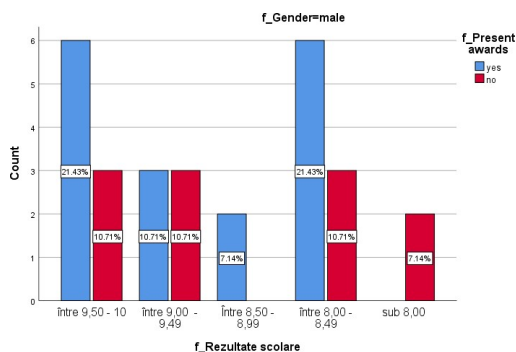


Fig. 4 Relationship between academic results and artistic results, male gender, 2022

4. Conclusions

The research aimed to: analyze the relationship between the level of self-esteem and academic and artistic performance in music students and master students. From the results obtained, if in the year 2019 it was found that there was a Spearman correlation, of medium value, between self-esteem and academic results (see, Ghasemzadeh, et. al.,

2012; Okoye, Onokpaunu, 2020) obtained, in the year 2022, things changed and not in a positive way. Thus, in the year 2019, between self-esteem and academic results there was a positive correlation with a mean value of, .560 with $p < 0.01$, and in the year 2022 there is a positive but, significant correlation with a much lower value, .261 with $p < 0.05$. The same decrease was seen in the correlation between self-esteem and artistic achievement. This in 2019 had a mean value of .567** with $p < 0.01$ and in 2022, the correlation becomes insignificant with a value of .136. Between academic and artistic results, in the year 2019 there is a positive correlation (see, Cabanac et.al., 2013), with a mean value of, .583** with $p < 0.01$. In the year 2022, the correlation remains positive but with a halved value, .258 with $p < 0.05$. We can affirm that the Covid-19 pandemic was a factor that hindered the artistic development of the students of the Faculty of Music.

For 2019, the Spearman correlation calculated between self-esteem level and academic achievement is a significantly positive one of medium level, for girls, .541** with $p < 0.01$ and for boys it is a high correlation, exceeding that of girls being, .622** with $p < 0.01$. For the year 2022, the Spearman correlation value is a significantly positive medium level, for boys .451* with $p < 0.05$ while for decreased, becoming a non-significant correlation, $r = .179$. For the year 2022, the Spearman correlation value is a significantly positive one of medium level, for boys .451* with $p < 0.05$ (see, Saadat, Ghasemzadeh, Soleimani, 2012; Araujo and Lagos, 2013; Rentzsch, Wenzler, Schütz, 2016; Brase and Dillon, 2022) while for decreased, becoming a non-significant correlation, $r = .179$. For the year 2019, self-esteem correlates significantly positively with artistic achievement: positive, medium-level Spearman correlation with a value of .567** at a $p < 0.01$, but this is not repeated in 2022. Comparing girls and boys, we observe that in 2019, the results are significantly in favour of girls for the three levels of self-esteem. For the year 2022, the situation changes in favour of boys. For the year 2019, the Spearman correlation calculated between the level of self-esteem and artistic results is a positive one, for girls, being a medium level .524** with $p < 0.01$ and for boys it is a correlation that exceeds the medium level and exceeds that of girls being, .627** with $p < 0.01$ (see, Demirsöz, Kocabaş, 2009). For the year 2022, the correlations between the same variables are insignificant. For the year 2019, the presence of awards in the independent samples t-test obtained: $t = -1.761$, $p = 0.043$. The significance threshold is less than 0.05 which means that the difference is statistically significant. So, there are gender differences in the presence of awards (boys' mean exceeds that of girls, 1.51 versus 1.31). For the year 2022, the number of awards in the independent samples t-

test had a value of $t=-0.828$, $p=0.016$. The significance threshold being less than 0.05 means that the difference is statistically significant. So, there are gender differences in the number of awards (boys' mean exceeds girls' mean, 7.67 versus 7.22). The results provide a better understanding of the self-esteem factor that has a significant effect on students' academic and artistic achievement. It can be recommended among other things that Music faculty management together with psychological counsellors should design and run flexible programs for students' self-esteem awareness and improvement.

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