



Effect of Love Attitude upon Students Academic Performance and Self-Esteem in Baghdad

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Abstract: *This study aims to review the relation between college students' love attitudes and self-esteem and academic performance. Subjects selected were 196 male and 176 female bachelor's and master's degree students; a total of 372 students from various universities in Baghdad in academic year 2021-2022. Data for this study were collected employing both the Love Attitudes Scale (short form) developed by Hendrick et al. based on the love styles classification by Lee, and the Self-esteem measurement developed by Rosenberg and Academic performance (GPA) developed by Alyami & et al. Review of the findings obtained from this study reveals as follows; there are no meaningful statistically inverse correlations between the students' self-esteem and academic performance scores and love attitudes, and meaningful statistically correlations between their love attitudes and (Age, Marital status and Type of college). The findings obtained were discussed with reference to relevant literature and the other studies conducted on this subject, and various suggestions were made under the frame of the findings.*

Key words: *Love, love attitudes, self-esteem, academic performance, young adult.*

Introduction

Love attitude is one's core perspective and attitude toward matters of love; it reflects one's philosophy and values. (ZHOU, XIAO and WU, 2011). Love attitude is influenced and limited by various economic conditions, political systems, and cultural patterns, and it portrays distinct images in different historical periods while evolving with the pace of social progress (LIU and ZOU, 2009). The key aspects of value orientation of marriage in this age are shown by the love attitudes of university students in the twenty-first century. It also reflects the future situations of marriage and family to some extent. University students are currently between the ages of 18 and 22. Their need for love is fueled by their physical sexual maturity and psychological sexual development. Love and marriage have been a part of their school life, as have attempts at love. As a result, it is the role of psychological educators to understand university students' love attitudes and to guide them effectively during the sex education process (Yan-yan and Zhao-xu, 2006).

Love has become a subject of study in the psychology discipline, in addition to being an important theme in philosophy and literature. This fascination stems largely from a desire to comprehend the social and psychological imprints that love leaves on people. Love is a phenomenon that encompasses all feelings, actions, and perspectives. Love can arise not just from happy feelings, but also from negative ones. Love-related subjects were not regarded scientifically analyzed in the 1950s, which led to this topic being overlooked. However, in the last thirty years, psychologists have begun to reexamine the topic. (Büyüksahin, 2004; Neto, 2005).

Distinct researchers attempted to classify various love forms by explaining love in various ways. Lee remarked that viewing a black and white picture of love differs from seeing a colorful picture of love; consequently, he utilized colorfulness as a metaphor to express love, implying the necessity to create a colorful picture of love. There are six different types of love, each named after a Greek word and denoted as primary for the first 3 and secondary for the remaining three: passionate love (Eros), friendship love (Storge), game-playing love (Ludus), possessive love (Mania), practical love (Pragma), and altruistic love (Altruism) (Agape). When examining the definition of love, determining the difference between love and friendship, and attempting to quantify love, Rubin's (1970) emphasis on the differences of emotions felt in love and friendship relations are found to be amongst the first studies on love.

The majority of love-related studies in the literature focus on positive emotions of being in love. The findings of investigations on this topic revealed that positive feelings like love and happiness, admiration and contentment have substantial relationships (cited in Özer and Tezer, 2008) and that love is one of the most important factors which predicts one's state of being well (Masuda, 2003). Furthermore, it has been discovered that there is a link between love and negative emotions/psychological state. Even painful emotional events will become a stimulus in love, according to Berscheid and Walster's idea, and if they are referred to as convenient components of being in love, they will intensify the passionate love experience. As a result, fear, rejection, exclusion, and opposition may invariably add to the experience of love (Cited in Atkinson, 1999).

A person's self-esteem can not only have an effect on his or her own relationship satisfaction (i.e., an effect which is called an actor effect), but also on his or her partner's satisfaction (i.e., an effect which is called a partner effect). (Erol and Orth, 2016).

Self-esteem is a powerful force within each one of us. It encompasses much more than that innate sense of self-worth which presumably is our human birthright. Self-esteem is the experience that we are appropriate to life and to the requirements of life. More specifically, self-esteem is:

1. Confidence in our ability to think and to cope with the basic challenges of life.
2. Confidence in our right to be happy, the feeling of being worthy, deserving, entitled to assert our needs and wants and to enjoy the fruits of our efforts (Branden, 1992).

The modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance. Efforts to boost the self-esteem of pupils have not been shown to improve academic performance and may sometimes be counterproductive. Job performance in adults is sometimes related to self-esteem, although the correlations vary widely, and the direction of causality has not been established. Occupational success may boost self-esteem rather than the reverse. Self-esteem has a strong relation to happiness. Although the research has not clearly established causation, we are persuaded that high self-esteem does lead to greater happiness. Low self-esteem is more likely than high to lead to depression under some circumstances. (Baumeister & et al. 2003).

Methodology

Study design: A descriptive design was used to study in the period of January (2022) to July (2022).

Setting of the study: Sample of (372) of college students (4 public and private universities with their differed colleges) in Baghdad, collected by questionnaire giving by hand for students to fill it.

Participants: A purposive (non-probability) sample of (372) students in different universities from different colleges in Baghdad. The included participant all students accept to fill the study instrument.

Variables of the study: The dependent variable is the self-esteem and academic performance, while the independent variables is the love attitude of students.

Data analysis: Data are analyzed through the use of SPSS (Statistical package for Social Sciences) version (20) application Statistical analysis system and Excel application. The researcher use multiple testes to analyze the data: frequency and percentage, mean and Correlation.

Bias: A non-probability sample is selected based on non-random criteria. For instance, in a convenience sample, participants are selected based on accessibility and availability. Non-probability sampling often results in biased samples because some members of the population are more likely to be included than others.

Power analysis (Study size): Based on an anticipated effect size of 0.15, a designed statistical power of 0.95, predictors, and a probability level of 0.05, the minimum required sample size would be 227. By considering an attrition rate of 20%, it would be 45. So, the recommended sample size would be 272. The final sample size is 372.

Study instrument:

To achieve the research objectives, a questionnaire was composed of three sections: Part I: deals with the students demographic information (age, educational level, gender and marital status), Part II, represents the measure of love attitude (short form) followed by the researcher (Hendrick & Hendrick, 1986) LAS Short Form measured six different love styles as passionate love, friendship love, game-playing love, possessive love, practical love and altruistic love. LAS consists of 24 items, four of them measure each type of love style. The subscales of LAS (short form) consisted of three-item or four-item were obtained by factor analysis in three different studies. Cronbach Alpha reliability coefficient of the subscales range from 0.62 to 0.88 regarding each of the sub-dimension and all of them are significant. The measure consists of (24) phrases, each one represents psychological or behavioral problems different from the other. The scale is designed according to the Likert method and the five-way answer alternatives include (Strongly agree, Moderately agree, Neutral, Moderately disagree, Strongly disagree) and scores (5,4, 3, 2, 1) are given according to the direction of the phrase, thus the highest score of the scale is (120) and less Grade (24). Part III, deals with academic performance GPA (Alyami & et al., 2021). Finally part IV deals with self-esteem (Rosenberg, 1965) which consists of ten (positive and negative) items to measure self-esteem.

Ethical Compliance

This research funds by the researcher, while it considered as single independent research. The approval from the students themselves to collect the data. The name of the participants did not use in the questioner to save the privacy of them.

Results:

Table 1. Distribution of Participants Demographic Variables

NO.	Characteristics	N	%	
1.	Gender	Male	196	52.7
		Female	176	47.3
		Total	372	100.0
2.	Age	18-22	239	64.2
		23-26	100	26.9
		27-30	33	8.9
		Total	372	100.0
3.	Marital status	Single	308	82.8
		Married	47	12.6
		Separated	11	3.0
		Divorced	4	1.1
		Widow	2	0.5
		Total	372	100.0
4.	Educational level	High school	328	88.2
		Bachelor	41	11.0
		Higher education	3	0.8
		Total	372	100.0
5.	Type of college	Governmental	108	29.0
		Privet	264	71.0
		Total	372	100.0

N= frequency, %= percentage

Table (1) shows that the higher average of age in (18-22) is 64.2% of total nurses, while the greater number of samples educational level 88.2% is high school.

Table (2). Distribution of the Sample according to Love Attitude:

Love attitude scale	Male N(%)	Female N(%)	Total N(%)
Friendship love (19-36)	22(5.9)	20(5.4)	42(11.3)
Game playing love (37-54)	138(37.1)	109(29.3)	247(66.4)
Possessive love (55-72)	32(8.6)	41(11.02)	73(19.62)
Practical love (73-90)	3(0.8)	5(1.3)	8(2.1)
Altruistic love (91-110)	1(0.3)	1(0.3)	2(0.6)
Total	196(52.7)	176(47.3)	372(100.0)

This table shows that 66.4% of study sample have game playing love behavior in their relationships.

Table (3). Distribution of the Study Sample according to Self-esteem:

Self-esteem scale	Male N(%)	Female N(%)	Total N(%)
Moderate (14-26)	21(5.6)	19(5.1)	40(10.8)
High (27-40)	175(47.0)	157(42.2)	332(89.2)
Total	196(52.7)	176(47.3)	372(100.0)

This table shows that 89.2% of study sample have high level of self-esteem.

Table (4). Distribution of the Study Sample GPA :

GPA scale	Frequency	Percentage
Excellent (90-100)	43	11.6
Very Good (80-89)	106	28.5
Good (70-79)	158	42.5
Medium (60-69)	56	15.1
Accepted (50-59)	0	0.0
Weak (50≥)	9	2.4
Total	372	100.0

This table shows that 42.5% of study sample have a good degree of GPA while 28.5% of them have a very good degree of it.

Table (5). Correlation between love attitude and other variables :

Love Behavior & Sample Variables		Friendship love	Game playing love	Possessive love	Practical love	Altruistic love	Value	df	Significance (p≥0..5)
Self-esteem	Low	0	0	0	0	0	7.127	4	0.129
	Moderate	8	22	8	1	1			
	High	34	225	65	7	1			
GPA	Excellent	5	25	13	0	0	36.777	16	0.002*
	V. Good	12	72	22	0	0			
	Good	20	108	25	4	1			
	Medium	5	37	10	4	0			
	Weak	0	5	3	0	1			
Gender	Male	22	138	32	3	1	4.046	4	0.400
	Female	20	109	41	5	1			
Type of college	Governmental	9	68	29	3	0	6.097	8	0.636
	Privet	33	178	45	5	2			

Correlation

	Love Attitude & Variables	Pearson Correlation	Sig. (2-tailed)
1.	Self-esteem	0.040	0.443
2.	GPA	-0.019	0.718
3.	Age	-0.120*	0.020
4.	Gender	0.083	0.111
5.	Level of Education	0.004	0.946
6.	Marital Status	-0.186*	0.000
7.	Type of College	-0.127*	0.014

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

This table shows the relationship between love attitude and (Self-esteem, GPA, Age Gender, Level of education, Marital status and type of college), there are significant correlation with (Age, Marital status and type of college).

Discussion of Results:

The current study was conducted to assess the effect of love attitude on the academic performance and self-esteem among students in Baghdad, Iraq. The current study results clarified that male are relatively the higher percentage of study sample and the higher percentage of them are single. This result is differed from Sirin et al., (2015), study the relationship between the college students' attitudes towards love and depression levels and found that more than two-third of students under his study were female and were single.

The results of the present study reveal that, mor than half from the students is in age group from 18-22 years. This result is to some extent supported with Sirin et al., (2015), who studied the study the relationship between the college students' attitudes towards love and depression levels and found that more than half of students are in age group from 20 – 22 years. While most of the study sample educational level is high school and now studding in a privet university.

The present study results clarified that there are six types of love attitude, the highest two types that the most of study sample deals with are (Game playing and Possessive love). The highest percentage for male students for love attitude is with game playing attitude in compare to female. While the female students have the highest percentage in love attitude type is with possessive love. Ludic lover considers love as a game to be played, frequently with various partners at the same time and he or she believes that lies and deception are acceptable (Hendrick & Hendrick, 1986). The ludic lover avoids and excludes the current partner from any future life plans and is perturbed about any indication of growing dependence or commitment Hensley (1996). Male students going to take the game playing style of love attitude because they are in the first step of their adulthood life, so with the first experience it is suspected to be intermediate.

Mania loves the extremely jealous and obsessive-dependent approach to love is identified by great emotional intensity and an effort to force love and commitment from the partner. Manic lovers feel desperate to be loved and often question the lover's sincerity. Consequently, manic lovers often feel unhappy in their relationships (Lee, 1977). Female as usual behavior and attitude with attention seeking and confidence leads to the appearance the higher percentage for them with possessive love also male have this type but in less percentage.

While the third type of love attitude in percentage appear in table 2 is friendship love attitude. Storge which is based on companionship, trust and respect. The storgic lover has a strong commitment toward the relationship and considers the partner as an old friend who has similar attitudes and

values and therefore the storgic lover does not experience powerful emotions to the romantic partner (Lee, 1973).

We found the prevalence of self-esteem between students is between moderate to higher level and the higher percentage is between male students. These results supported by Arshad et al., (2015) indicates that male students had higher self-esteem than female students.

Ranged between excellent to a good academic performance is mention in table 4, which reflect a good academic performance for most of the study sample. Which mean that the academic performance of students didn't affect by love attitude or experiences, these findings differ with Parvine and Sagar (2016) that students who are single (non-affair) obtained higher result (CGPA) than students who have affair but there is no significant difference in their expected academic result.

The last table mention that there are significant corelation between love attitude and (Age, Marital status and type of college), which mean that the difference in age leads to a difference and develop relationships experience. Also, for the marital status the married one is daffier from the single one in their attitude toward love, and the type of college effect on students score of love attitude. The differences between the community of privet and governmental universities and the situation of student in these places could affect on the love attitude score. These results differ with Sirin et al., (2015), the scores of students' love attitudes styles (total, passionate, game-playing, friendship, practical, possessive and altruistic love sub-scales) do not differentiate statistically significant according to the types of university, Age group and gender. While self-esteem, academic performance and level of education have no significant association with love attitude.

In conclusion, love is a topic which human beings emphasize frequently in literary works and songs, and which occupies an individual's agenda considerably at a certain stage of life with a few exceptions. In our country there is not adequate scientific study about love, which has various effects on mental health of an individual as it, is an excessive emotional state. It is considered that carrying out more scientific studies about love and love-related topics is important especially in the field of psychological counseling and guidance. Love and love attitudes of individuals are the phenomena that involve what happened in an individual's private life, and although it is tried to be identified, they are known as to be personally identifiable.

Acknowledgments

We express our gratitude to all deans and teachers in universities who assisted in the collection of data with love and comfortable. We show appreciation to all students who participated with us in this research.

Ethical Compliance

This research funds by the researcher, while it considered as single independent research. The approval from the managers departments in universities and students themselves taken to collect the data. The name of the students did not use in the questioner to save the privacy of them.

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