



Zulu Youth's Core Self-evaluations and Academic Achievement in South Africa: An Exploratory Study

Nicole M. Dodd¹ and Robin Snelgar²

*¹Department of Industrial Psychology, University of Fort Hare, Alice, Eastern Cape,
South Africa, 5720*

E-mail: nixdodd@gmail.com

*²Department of Industrial and Organisational Psychology, Nelson Mandela Metropolitan
University, Port Elizabeth, Eastern Cape, South Africa, 6000*

E-mail: robin.snelgar@nmmu.ac.za

KEYWORDS Self-esteem. Self-efficacy. Locus of Control. Neuroticism. Assessment. Experimental Design. Learning Evaluation

ABSTRACT The objective of this study was to explore the relationship between core self-evaluations and learning amongst Zulu students at a historically disadvantaged university. Core self-evaluations refer to the favourability with which an individual regards himself or herself. Core self-evaluations, in turn, relate to success in learning environments, where learning is the process of acquiring the knowledge, skills and attitudes needed for success in life. Using the Solomon four group experimental design, a systematic random sample of $N=151$ was drawn from Zulu youths in rural KwaZulu-Natal who completed the core self-evaluations scale and participated in a learning intervention. Zulu youths have generally positive evaluations of themselves, comparable with international norms for students of the same age. Students who held higher core self-evaluations tended to enjoy higher levels of academic success than those with lower levels of core self-evaluations.