Results

I examined the extent to which self-esteem scores contributed to the prediction of academic success beyond the variance accounted for by positive affectivity (PAS) scores and negative affectivity (NAS) scores, see Table 1. PAS alone predicted 10 percent of the variance in academic success ratings, *R*2 = .10, 95% CI [.03,.19], p<.001. Self-esteem accounted for an additional 22 percent, *sr*2 = .22, 95% CI [.12,.33], p<.001, beyond PAS alone bringing the total percentage variance accounted for to 32 percent, *R*2 = .32, 95% CI [.21,.41], p<.001, see Table 2. NAS alone predicted 5 percent of the variance in academic success ratings, *R*2 = .05, 95% CI [.01,.13], p<.001, of the variance in academic success ratings. Self-esteem accounted for an additional 23 percept, *sr2* = .23, 95% CI [.12,.33], p<.001, of the variance in academic success ratings beyond NAS alone bringing the total percentage variance accounted for to 28 percent, *R*2 =.28, 95% CI [.17,.37], p<.001, see Table 3.

PAS and NAS together predicted 11 percent of the variance in academic success ratings, *R*2 = .12, 95% CI [.04,.20], p<.001. Self-esteem accounted for an additional 21 percent, *sr*2 = .21, 95% CI [.11,.31], p<.001, of the variance in academic success ratings beyond PAS and NAS together, bringing the total percentage variance accounted for to 33 percent, *R*2 = .33, 95% CI [.21,.42], see Table 4. These results demonstrate that self-esteem predicts academic success above and beyond emotional state (i.e., positive affectivity and negative affectivity). Furthermore, the degree to which self-esteem predicts academic success above and beyond emotional state is anywhere between weak or moderate.