



AN ANALYTICAL STUDY ON RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

The presented research study sheds light on the relationship between self-esteem and academic achievement in secondary school students. Additionally, the purpose of this research was also to find out what is the difference in educational achievement between boys and girls. The objectives of this study were obtained using the cooper smith questionnaire and students' grades in their current and previous semesters. random sampling was used to collect data and consequently 50 boys and 50 girls were randomly selected. Questionnaires were distributed among 100 students in schools in Lucknow. Results demonstrated that there was a significant ($p < 0.01$) positive relationship between self-esteem and academic achievement. In addition, there was a significant difference in educational achievement between boys and girls. However, no significant difference in self-esteem was found between boys and girls. Results suggest that high self-esteem is the key factor and strengthens the prediction of educational achievement in students.

Keywords: Self-Esteem, Academic Achievement, Relationship

Introduction

Academic achievement of students is influenced by so many factors such as student related, teacher related and school related. Among them, self-esteem is considered to be an important one. Self-esteem is a widely used concept both in popular language and in psychology. The term self-esteem comes from a greek word meaning “ reverence for self.” The “ self” part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. Simplistically self esteem is the acceptance of us for whom and what we are at any given time in our lives. Self-esteem is a positive or negative orientation towards oneself, an overall evaluation of one’ s worth or value. According to wikipedia, the encyclopedia, self-esteem is a term used in psychology to reflect a person’ s overall evaluation or appraisal of his or her own worth. Cooper smith s.a (1967) defines self-esteem is ‘ a set of attitudes and beliefs that a person brings with him or herself when facing the world. But gray.p (2001) defines self-esteem as one’ s more or less sustained sense of liking oneself. Branden,n (1969) defined self-esteem as “ the experience of being competent to cope with the basic challenges of life and being worthy of happiness” . He also believes that self-esteem is the confidence in one’ s capacity to achieve values.

Additionally, gender is an important factor that affects the development, emergence, and performance of self-esteem. Many differences in their self-esteem levels have been found between girls and boys during adolescence as they adopt gender stereotypes. In particular, boys' self-esteem is thought to be more influenced by goals characterized by independence and autonomy, whereas self-esteem in women is more influenced by goals related to interdependence and sensitivity (cross & slater, 1995). The study attempted to provide information to teachers, counselors, and teachers to implement strategies to prevent imbalances in educational achievement and self-esteem between male and female students in the classroom. In other words, the present study aims to examine the relationship between self-esteem and educational achievement, as well as gain insight into differences in self-esteem and educational achievement between boys and girls. The study attempted to provide information to teachers, counselors, and teachers to implement strategies to prevent imbalances in educational achievement and self-esteem between male and female students in the classroom.

Factors affecting self-esteem

A person's self-esteem is influenced by many factors. Repeated negative evaluation serves to distance children from family, society, school. Repeated or persistent criticism hurts self-worth and self-confidence. Disguised criticism in jokes or negative humor, errors or failures can reduce confidence and ultimately self-esteem. But there is no one more important than family. The greater the parent's involvement with their child, the higher the child's level of self-esteem.

Need and significance of the study

Self esteem has been found to be significantly associated with a number of important aspects of human behavior like general adjustment, anxiety, acceptance of other people and child rearing practices. This has implications for both parents and teachers. Gill.s (2004) opines that the importance of self-esteem in the educational process seems to be given more emphasis than is presently given to it. Teachers need to have more concern about their self-esteem also. It is believed that, a person possessing high level of self esteem will be confident, happy, highly motivated and have the right attitude to succeed. Low self esteem feeds negative thinking and causes to believe the criticism others make of one self. In the field of education, the role of self-esteem cannot be ignored. Numerous studies have shown a positive association between self-esteem and academic achievement. (Cooper smith s.a 1967; wylie.r.c 1979; scheirer m & krant r, 1979; holly w,1987,walz g & bleuer j,1992 , purky 1970; covington.m, 1989; reynolds.w.m;1988; reasoner.r 2005;). Erikson.e (1968) specifically identified academic achievement as a vital component in forming a healthy self-image. Further, it is noticed that the findings of these studies are not consistent and generalized. Hence, it has been attempted to throw light on the relationship of secondary school students' self-esteem with their academic achievement.

Statement of the problem

The present study aims at analyzing the relationship between the self-esteem of students of standard Xth and their academic achievement. Thus, the problem is entitled as ' relationship between self-esteem and academic achievement of secondary school students.

Hypothesis

H01: There is no significant difference between the following categories of students of standard 10th in their level of self-esteem and academic achievement Hindi and English medium (boys and girls)

H02: There is no significant relationship between self-esteem and academic achievement of students of standard 10.

Operational definitions of key terms

Self-esteem

The term self-esteem is used to describe a person's overall subjective sense of personal worth or value. In other words, self-esteem may be defined as how much you appreciate and like yourself regardless of the circumstances. Your self-esteem is defined by many factors including:

- Self-confidence
- Feeling of security
- Identity
- Sense of belonging
- Feeling of competence

Other terms that are often used interchangeably with self-esteem include self-worth, self-regard, and self-respect.

Academic achievement

In a general sense, academic achievement is the current level of a student' s learning. More specifically, for the purposes of essa accountability, academic achievement refers to the percentage of students at a school whose learning currently meets or exceeds their grade-level standards. This achievement is measured using statewide tests in math and reading. Achievement is also measured using state assessments in science, but the science assessments will not be used for accountability under essa.

Academic achievement is the level of proficiency attained in academics or scholastic work .in the present study, the total marks

Variables considered for the study

Self-esteem and academic achievement are considered as main variables and medium and gender as background variables.

Methodology

Design of the study and procedure followed. The present study is analytical and co relational in nature and involves descriptive research with survey method. To collect the data, the self esteem inventory standardized by cooper smith (1967) was administered to students of standard 10th and the achievement scores were taken from school records. Later, the data were analyzed using appropriate statistical techniques and interpreted.

Sampling

The samples for the study consisted of 320 students of standard 10th from four schools of lucknow city. The schools were selected through random technique, stratification by locality government and private schools. In each school all the students of standard 10th were considered for the study.

Statistical analysis

The data were analyzed using descriptive statistics, t-tests and pearson’ s coefficient correlation using SPSS for windows. The obtained data are presented in the tables and discussed.

Analysis and interpretation of data

Table 1- Differences between Hindi and English medium students in self-esteem and academic achievement

	Medium	N	Mean	Std. deviation	T-test
Self-esteem	Hindi	174	58.55	12.50	2.208
	English	146	62.33	17.27	
Academic Achievement	Hindi	174	268.13	111.70	20.252
	English	146	494.56	83.54	

**significant at 0.05 level*

It is evident from the table 1. That there is significant difference between Hindi and English medium students of standard 10th in self-esteem and academic achievement scores. Hence the null hypothesis **H01** is rejected. In other words, the students of English medium have higher level of self-esteem and academic achievement.

Table 2- Differences between boys and girls in self- esteem and academic achievement

	Gender	N	Mean	Std.diveation	T-test
Self-esteem	Boys	168	58.44	12.25	2.286
	Girls	152	62.24	14.43	
Academic Achievement	Boys	168	346.59	151.58	3.209
	Girls	152	399.88	144.54	

**significant at 0.05 level*

It is evident from the table b that there is significant difference between self-esteem and academic achievement scores of boys and girls of standard 10th. Hence the **H01** that is null hypothesis is rejected. However, the girls have higher level of self-esteem and academic achievement.

Table 3- Relationship between self-esteem and academic achievement (pearson' s coefficient correlation 2-tailed test)

Variable-01	Variable-02		Significant
Self-esteem	Academic Achievement	0.252	0.000

***correlation is significant at 0.01 levels (2-tailed)*

The table 3, indicates that there is significant positive relationship between self-esteem and academic achievement scores of secondary school students. Hence the null hypothesis **H02** is

rejected. It means that as self-esteem increases, the academic achievement also increases linearly and symmetrically.

Conclusion

The self-esteem of English medium students of standard 10th is higher than that of Hindi medium students. This might be due to the influence of education and socio economic status of parents and congenial and conducive atmosphere of the school. The self-esteem of girls of standard 10 th is higher than that of boys. This could be due to the values, beliefs and attitudes that girls hold about them as these aspects lead to formation of self-esteem. The study made by quatman and watson (2001) contradicts the finding. The third finding is that higher the self-esteem, higher will be the academic achievement.

Suggestions

- 1) Arranging and encouraging a variety of group activities.
- 2) Ensuring that all pupils experience trust-building activities.
- 3) Instigating positive behavior programmes and a systematic scheme of rewards.
- 4) Promoting and acclaiming individual successes across a wide range of academic and non academic achievements.
- 5) Boosting self esteem through individual counseling.
- 6) Involving parents and/or other adults in goal settings.

In other words, a high level of self esteem brings a high level of confidence, problem solving abilities and assertiveness and thus, elevates the performance or achievement level of the pupils.

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