A Study of Self-Esteem and Academic Achievement Relationship of Secondary School Students

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Abstract

Self esteem can act as both a rudder and propeller in the leaning process, moving learners self esteem is to acquire knowledge and understanding in positive ways. But if self esteem is low or damaged, it also can delay or diminish learning. A key tool for teachers is to help the learners differentiate general ability to learn from the ability to master to particular skill or discipline. Self esteem is the reputation we have with ourselves. It serves as both a barometer of confidence and rudder for navigating the waters of learning. If the self evaluation is positive and confidence is high then the learners tends to learn more easily and to persist through difficulties. The objectives of the study are to study the self esteem of Secondary School Students, to know the level of academic achievement of Secondary School Students and to study the relationship between self esteem and academic achievement Secondary School Students. Researcher has select purposive sampling as Secondary School Students of Borsad studying in Gujarati medium. In this study Results shown the self esteem and achievement of adolescents are significantly correlated, the self esteem and achievement of boys are significantly correlated and the self esteem and achievement of girl students are not significantly correlated.

Keywords: Self Esteem, Academic Achievement.

Introduction

Self- concept is the totality of how persons view themselves. It is composed of self- identity, self evaluation. Each of these aspects affects the other, but self evaluation most directly affects learning. Self- esteem draws from the internal view of capability, which is kind of balance sheet of thoughts and feelings about oneself. It is the self judging component of self concept. Self – evaluation affects self identity and guides learner's aspirations, which in turn dictate what the learner will attempt. Self-concept is also called self-construction, self-identity or self-perspective. Like the development of other concept about people, idea, object and place, the formation of self esteem is also the result of interaction of his self with the environment surrounding the self. Such interaction loaded with past and present experience may make an adolescent to have a judgment value related to his potentiality, his strengths and weaknesses, personality traits and behaviour pattern. Self-esteem is the reputation that we have with ourselves. It serves as both a barometer of confidence and rudder for navigating the waters of learning. If the self-evaluation is positive and confidence is high then the learners tend to learn more easily and persist through difficulties. Conversely, if self-esteem is low the learner approaches learning more hesitantly and will be quicker to abandon the efforts when obstacles occur. Self- concept is the totality of how persons view themselves. It is composed of self- identity (who and what I believe I am), self evaluation (how worthy and capable I believe I should be). Each of these aspects affects the other, but self evaluation most directly affects learning. Self- esteem draws from the internal view of capability, which is kind of balance sheet of thoughts and feelings about oneself. It is the self judging component of self concept. Self – evaluation affects self identity and guides learner's aspirations, which in turn dictate what the learner will attempt. Self-concept is also called self-construction, self-identity or self-perspective.

Review of Literature

Patel, S.L (1973) studied to know how self –esteem changes as function of counseling therapy. The initial sample consisted 300 subjects, out of which 50 were selected so that the two extreme group were

adequatel represented. A group counseling treatment was given to them. Result indicated that self-esteem. Subject were able to raise the level of their self-esteem under the influence of group counseling, and low self-esteem subjects showed greater amount of reduction in the initial level of depression, neurotism and anxiety in comparison to high self-esteem subjects.

Karim, S.F. (1990) studied the impact of age, sex and cultural differences on self-concept. The sample consisted of 600 adolescents of two countries, India and Bangladesh. Thakar and Prasad's self-esteem inventory was used as an instrument to measure self-concept. Results show that sex and cultural differences have profound effects on both personally perceived self. However, no impact was seen on either personally perceived self or socially perceived self at different age levels in adolescents.

Pandey, A.P. (1993) studied the impact of personality traits on self-esteem of 730 male and female college students (aged 17-25). Subjects were administered the Hindi adaptation of the 16-PF questionnaires and categorized in to low and high ten score groups. Result indicated that the two extreme groups (high and low ten scores) differed significantly with respect to self-esteem and related positively with personality factors, and negatively with 4 personality factors. So, researcher decided to research relationship of Self-Esteem and Academic Achievement of Secondary School Students.

Aim of the Study

The study had been undertaken to judge correlation between Self- esteem and Academic Achievement. It is aimed at what is the role of psychological attribute in academic achievement and also established the nature of social relationship among secondary school students. The self-esteem of learners is one of the neglected area in present education system and also requires scientific .understanding of self-esteem.

Statement of the Problem

A Study of Self-Esteem and Academic Achievement Relationship of Secondary School Students.

Objectives

1. To study the self esteem of Secondary School Students.
2. To know the level of academic achievement of Secondary School Students.
3. To study the relationship between self esteem and academic achievement of Secondary School Students.

Hypotheses

H_{o1}

There will be no significant correlation between self esteem and academic achievement of Secondary School Students.

H_{o2}

There will be no significant correlation between self esteem and academic achievement of Secondary School boys Students.

H_{o3}

There will be no significant correlation between self esteem and academic achievement of adolescent Secondary School girls Students.

Delimitation

The study is delimited to Secondary School Students of Borsad studying in Gujarati medium.

Rationale of the study

Self esteem can act as both a rudder and propeller in the leaning process, moving learners self esteem is to acquire knowledge and understanding in positive ways. But if self esteem is low or damaged, it also can delay or diminish learning. A key tool for teachers is to help the learners differentiate general ability to learn from the ability to master to particular skill or discipline. Self esteem is the reputation we have with ourselves. It serves as both a barometer of confidence and rudder for navigating the waters of learning. If the self evaluation is positive and confidence is high then the learners tends to learn more easily and to persist through difficulties.

Research Design
Population and Sample

The population for the present study of Secondary School Students of Borsad studying in Gujarati medium. The sample for the present study was selected through random sampling method. 114 boys and 56 girls, total sample 170 secondary school students, who studding in Gujarati medium secondary school of Borsad.

Tool

To measure the self esteem researcher used the self esteem scale Standardized by Coopersmith (1987). This scale test retest reliabilities obtained range from 0.70 to 0.88. The Self – Esteem Inventory (SEI) comprises of total 58 statements classified into five sub-scales-the General self, social self peers, Home parents, Lie scale, School Academic.

The researcher give the data of first semester exam result of Secondary School Students for to measure Academic Achievement.

Data Collection and Analysis

The self esteem inventory was personally administered to the students, who is this sample after taking permission from the respected principals. Also the achievement scores of the students as per the result of the first semester were collected. After collecting the data the scoring was done as per the instructions given in the manual. Data was analyzed using Pearson's product moment correlation technique

Results

H_{o1} There will be no significant correlation between self esteem and academic achievement of Secondary School Students.

Table 1
Significance of Correlation between Self Esteem and Achievement of Adolescents

Variable	N	df	r (cal)	r (0.05)
Self esteem Achievement	170	168	0.26	0.15

From the above table 1, it is evident that the r value obtained is significant at 0.05 level of

significance at df 168. This shows that the self esteem and achievement of adolescents are significantly correlated.

Thus, the null hypothesis formulated that there will be no significant correlation between self esteem and achievement of boys is rejected at 0.05 level of significance.

H_{o2} There will be no significant correlation between self esteem and academic achievement of Secondary School boys Students.

Table 2
Significance of Correlation between Self Esteem and Achievement of Students of Boys

Variable	N	df	r (cal)	r (0.05)
Self esteem	114	112	0.33	0.17
Achievement				

From the above table 2, it is evident that the r value obtained is significant at 0.05 level of significance at df 112. This shows that the self esteem and achievement of boys are significantly correlated. Thus, the null hypothesis formulated that there will be no significant correlation between self esteem and achievement of boys is rejected at 0.05 level of significance.

H_{o3} There will be no significant correlation between self esteem and academic achievement of adolescent Secondary School girls Students.

Table 3
Significance of Correlation between Self Esteem and Achievement of Girls

Variable	N	df	r (cal)	r (0.05)
Self esteem	56	54	0.10	0.27
Achievement				

From the above table 3, it is evident that the r value obtained is not significant at 0.05 level of significance at df 54. This shows that the self esteem and achievement of girl students are not significantly correlated.

Thus, the null hypothesis formulated that there will be no significant correlation between self esteem and achievement of girls is accepted at 0.05 level of significance.

Findings
1. The number of boys in the category of having high self esteem and average self esteem is more than the girls.
2. There exists a significant correlation between self esteem and achievement of total number of students which are adolescents.
3. Boys in the sample had significant correlation between self esteem and achievement.
4. Girls in the present study did not have any significant correlation between self esteem and achievement.

Conclusion
The cause of such behaviour needs to be identified. These days there is a change in the structure of the family. There is more number of nuclear families with both the parents in jobs. In such an isolated atmosphere where children are glued either to television or computer games, their self esteem is not properly nurtured. Within classroom

there is cutthroat competition, they want to outperform others in studies and at playground. All these factors may be the cause that students start projecting false esteem or at times egotism which is quite different from high self esteem. Such misbelieves about themselves can lead students towards using defense mechanism when they do not perform up to the mark and with progress of time can hamper the mental health of students. So, teachers, principals and even parents need to work towards this and foster positive self concept in students. Thus, we can conclude from the above results that educationists and parents need to work together to nurture and enhance self esteem of students so that their performance is improved.

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