



ENHANCEMENT OF SELF-ESTEEM IN ACADEMIC ACHIEVEMENT OF THE BANKIM SARDAR COLLEGE , SOUTH 24 Pgs. DISTRICT OF WEST-BENGAL : AN ANALYTICAL STUDY.

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ABSTRACT: Education has the most important role in the modern world. A country is identified by its educational development and it is the most important and powerful instrument invented by mankind to shape and mould himself in a desirable manner. The present study investigates that Self-Esteem can be defined as an individual's general feelings of self worth. It is reflected through positive feelings about oneself and is an overall value that one places on oneself as Achievement a person. Hence the study was based on Enhancement of self-esteem in academic achievement of the Bankim Sardar College students, south 24pgs. This interaction takes place in different levels, including personal fields. The Academic Achievement of the college students is considered to be determined by factors such as learning ability, study skills, study habits, aptitude. Some of the non intellectual variables like personality, levels of anxiety, environmental factors, teacher's personality and college climate etc. were important predictor of academic achievement.

Keywords: Self-Esteem , Academic Achievement, Enhancement ,Analytical study, college students.

1.INTRODUCTION:-

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

In psychology the term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about one's own self, such as the appraisal of own appearance, beliefs, emotions, and behaviours.

Competence and self-worth are two important parts of self-esteem. This relationship occurs as those with higher self-esteem are more productive and persistent when faced with difficult tasks. Research has also shown that it is sometimes beneficial for people to have incorrect beliefs about their ability.

2.REVIEW OF LITERATURE:

Pandya, M.M (2015). 'Personality , Academic Achievement and Self-Esteem among Adolescence' Saurashtra University. Rajkot- 360005(Gujarat), Reg- 5184 .The researcher said that There is significant difference in the main impact of Gender and educational stream on introvert personality of Adolescents. Here f value is 34.08 and it is significant on 0.01 level. In other side there is no significance difference in the main impact of Gender on extrovert personality of Adolescents. Here f value is 0.23 and it is not significant. She also said that there is significance difference in the main impact of gender on academic achievement of adolescents. Here F value is 9.28 and it is significant on 0.01 level. She investigated that there is no significance difference in the main impact of Gender on extrovert personality of Adolescents. Here f value is 0.23 and it is not significant and finally she find out There is positive correlation (0.60) between introvert personality and academic achievement and there is positive correlation (0.54) between introvert personality and self-esteem.

Rasquinha D. M. (2012) 'Gender difference in self-Esteem among institutionalized and Non Institutionalised elderly' Indian Journal of Gerontology, Volume-27, Issue-03, pp-468-475. The main purpose of this research was to study gender difference in self-esteem among institutionalised and non-institutionalised elderly. For this purpose 100 institutionalised and non-institutionalised elder were selected. Result of correlation revealed that institutionalized elderly have higher self-Esteem compare to none institutionalised elderly. Institutionalised Male and Institutionalized Female elderly have better self-esteem compared to Non-Institutionalized male and female elderly do not differ in their self-Esteem.

Mohammad Aryana (2010) 'Relationship Between Self-Esteem and Academic Achievement Among pre-university students' Journal of Applied Sciences. Volume-10, Issue-20, pp-474-477.The researcher said that The main purpose of this research was to study relationship between self-esteem and academic achievement among pre-university students. For this purpose pre-university students were selected. The Self-esteem and Academic achievement Scale was used to measure relationship between self-esteem and academic achievement. The result of test highlights the relationship between Self-Esteem and Academic achievement in the pre-university students. The results suggest that high self. Esteem is important factor and strengthen the prediction of academic achievement in students.

Brinda ,R (2011). 'A study of self-esteem, peer group relationship, adjustment ability and academic achievement of college students from single parent family and intact family' University of Madras.Chennai-600 005. Published her Ph.D Thesis dealing with Self-Esteem, Peer-Group Relationship, Adjustment Ability and Academic Achievement of College Students from Single Parent and Intact Family. The researcher investigated that the college students from intact family have more overall self-esteem and in case of all dimensions than the college students from single-parent family and the college students from intact family have more academic achievement than the college students from single-parent family. The male college students from intact family have more overall self-esteem, competency self-esteem, global self-esteem, moral and self-control self-esteem, social self-esteem, family self-esteem and body & physical appearance self-esteem than the male college students from single-parent family. In other side researcher said that the male college students from intact family have more academic achievement than the male college students from single-parent family. The female college students from intact family have more overall self-esteem, competency self-esteem, global self-esteem, moral and self-control self-esteem, social self-esteem, family self-esteem and body & physical appearance self-esteem than the female college students from single-parent family. She finds that there is no significant difference in the overall self-esteem and in case of competency dimension between male and female college students from single-parent family. The male students have more global self-

esteem than the female students from single-parent family and the male college students have more academic achievement than the female college students from single-parent family. The male college students have low overall self-esteem than the female college students from intact family.

Banerjee, B (2012) 'A study on relationship between Emotional Intelligence and Self- Esteem of undergraduate students in Kolkata' A Peer-Reviewed Journal of Education, Rabindra Bharati University, Kolkata, Vol -XV,NO-I, ISSSN-0972-7175. The present study was undertaken to investigate that emotional intelligence and self-esteem were positively correlated and significant. The findings indicate that the level to which individuals that scored high in emotional intelligence experience greater self-esteem. Females tend to be more emotional intelligence and familiar in their relationships as compared to males. Self-Esteem from this investigation proved to be higher in males as compared to females.

Joshi, S. and Srivastava, R.(2009) 'Self-esteem and Academic Achievement of Adolescents' Journal of the Indian Academy of Applied Psychology,Vol-35, Special Issue, Pp-33-39 The present study was undertaken to investigate the self-esteem and academic achievement of urban and rural adolescents, and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

El-Anzi, F. (2005) 'Academic achievement and its relationship with anxiety, self-esteem, optimism, and pessimism on Kuwaiti students' Social Behaviour and Personality, Vol-33, Issue-(1), Pp-95-104. The aim of study was to examine the relationship between academic achievement and the following variables: anxiety, self-esteem, optimism, and pessimism. The salient findings of the investigation were the significant positive correlation between academic achievement and both optimism and self-esteem, whereas the correlations were negative between academic achievement and both anxiety and pessimism.

Negga, Applewhitr & Livingston, (2007) 'African, American college students and stress: School racial composition, self-esteem and social support' College student Journal, ISSN-0146-3934, Volume-41, Pp-823-830, assessed the stress of African American college students. It was revealed that the top five reported sources of stress were: Death of a family member (Interpersonal stress) 82%; low grades (academic stress) 69%; time management (academic stress) 61%; boyfriend/girlfriend problems (Interpersonal stress) 57%; and missed classes (academic stress) 55%. Furthermore, significant correlation between self-esteem, social support and stress for all students was found. The study pointed out the need for college and universities to develop stress intervention programs that address stress specifically based on race and school racial compositions.

EDUCATION: Education has the most important role in the modern world. A country is identified by its educational development and it is the most important and powerful instrument invented by mankind to shape and mould himself in a desirable manner. The history of the world proves that education has been the root cause for any change which takes place in the social, cultural, spiritual, political and economic aspect of human life. The increasement of admission in higher studies is nothing but the signal of demand of education. The ultimate aim of education is all round development (physical, mental, emotional, social etc).

SELF-ESTEEM:- is an individual's subjective evaluation of their own worth. Self-esteem encompasses beliefs about oneself (for example, "I am unloved", "I am worthy") as well as emotional states, such as triumph, despair, pride, and shame. Self-esteem is an attractive psychological construct because it predicts certain outcomes, such as academic achievement, happiness, satisfaction in marriage and

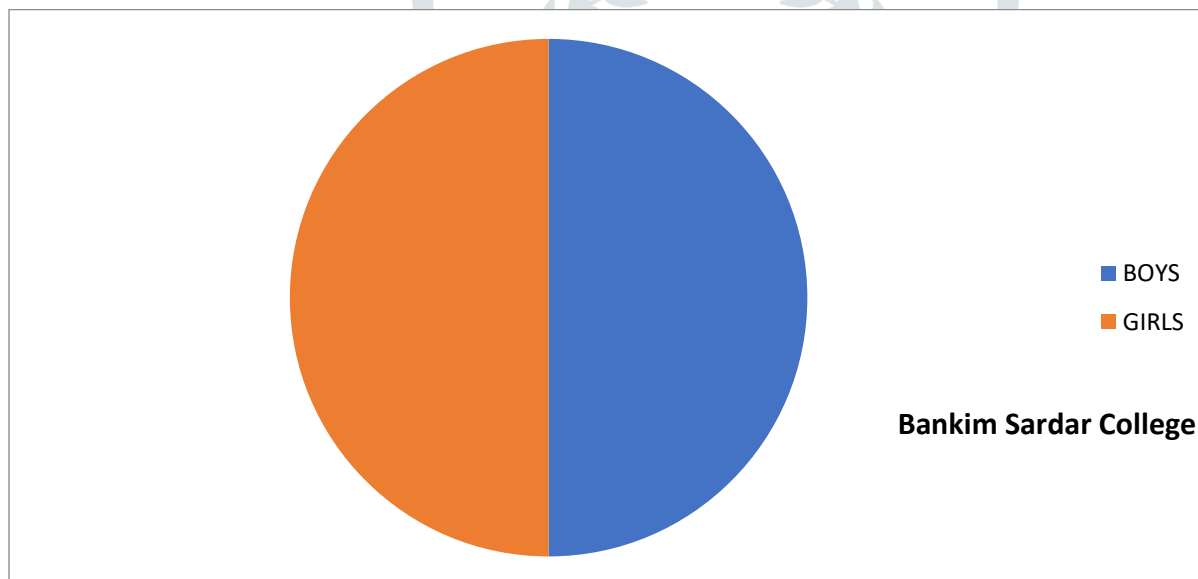
relationships, and [criminal behaviour](#). Developing and maintaining a high quality of human capital is one of the priorities of every Adolescence. Students satisfaction and institutional commitment are among the most commonly discussed indicators of effective human resource management system. High self-esteem is characterized by a general fondness or love for oneself, whereas low self-esteem is characterized by mildly positive feelings toward oneself. Contemporary organizations need people with high self-esteem as it is linked with learning, performance and productivity. It makes students to perceive work environment as conducive as they are themselves motivated to work and undertake difficult tasks.

3. OBJECTIVES:-

1. To find out the level of self-esteem of college students.
2. To examine the relationship between self-esteem & Academic Achievement of college students.
3. To emphasize on effect of Self-esteem in Academic Achievement of college Students.

4.STUDY AREA:- South 24pgs is the largest city of West-Bengal by area and second largest by population. **Bankim Sardar College** is the well known college in south 24pgs. District. It is established in 1955. And affiliated with the University of Calcutta.

5. SAMPLE:- Simple Random Samples comprising of 100 boys and girls of college students of **Bankim Sardar College**.



6.METHODOLOGY:- This is an Ex-Post facto study. This is also co- relation study because the major objectives are to find out the relation between Self-esteem and Academic Achievement of college students.

7.TOOLS & TECHNIQUE:-

Self Esteem Scale - Santosh Dhar and Upinder Dhar..(2015)

(SES-DSDU) Hindi/English.

This scale consists of 23 items divided into six areas – i)Positivity, ii) Openness, iii) Competence, iv)Humility, v)Self –Worth, vi)Learning Orientation . These items were administered on a sample of 277 respondents constituted of school teachers, faculty of professional institutions, students, executives, lab assistants and service providers for adults. The reliability coefficient was found to be 0.87. and validity on account of being 0.93.

TABLE 1

DATA SHEETSELF-ESTEEM SCALESHUSHIL KAR COLLEGE(BOYS)

| <u>SL</u> | <u>SD</u> | <u>D</u> | <u>N</u> | <u>A</u> | <u>SA</u> | <u>OBTAINED MARKS</u> |
|-----------|-----------|----------|----------|----------|-----------|-----------------------|
| 1 | 0 | 18 | 0 | 56 | 0 | 74 |
| 2 | 0 | 0 | 15 | 28 | 55 | 98 |
| 3 | 0 | 4 | 36 | 36 | 0 | 76 |
| 4 | 0 | 8 | 12 | 7 | 0 | 80 |
| 5 | 0 | 0 | 30 | 44 | 5 | 79 |
| 6 | 1 | 2 | 18 | 32 | 30 | 83 |
| 7 | 0 | 6 | 0 | 08 | 60 | 74 |
| 8 | 8 | 4 | 0 | 52 | 0 | 64 |
| 9 | 8 | 4 | 0 | 52 | 0 | 64 |
| 10 | 1 | 6 | 9 | 20 | 55 | 91 |
| 11 | 3 | 4 | 6 | 44 | 20 | 77 |
| 12 | 0 | 0 | 20 | 48 | 30 | 98 |
| 13 | 0 | 0 | 18 | 44 | 30 | 92 |
| 14 | 0 | 0 | 21 | 48 | 30 | 99 |
| 15 | 2 | 12 | 9 | 20 | 25 | 68 |
| 16 | 2 | 0 | 3 | 52 | 35 | 92 |
| 17 | 1 | 8 | 0 | 72 | 0 | 81 |
| 18 | 2 | 6 | 0 | 28 | 55 | 91 |
| 19 | 3 | 4 | 9 | 40 | 25 | 81 |
| 20 | 9 | 4 | 30 | 4 | 5 | 52 |
| 21 | 0 | 2 | 9 | 64 | 15 | 90 |
| 22 | 1 | 6 | 39 | 8 | 15 | 69 |
| 23 | 0 | 0 | 3 | 40 | 60 | 103 |
| 24 | 0 | 0 | 33 | 48 | 0 | 81 |
| 25 | 0 | 6 | 0 | 8 | 90 | 104 |
| 26 | 0 | 6 | 0 | 8 | 90 | 104 |
| 27 | 0 | 0 | 0 | 92 | 0 | 92 |
| 28 | 0 | 4 | 36 | 20 | 15 | 75 |
| 29 | 3 | 4 | 9 | 40 | 26 | 82 |
| 30 | 0 | 20 | 0 | 52 | 0 | 72 |
| 31 | 1 | 10 | 6 | 52 | 5 | 74 |
| 32 | 3 | 4 | 6 | 44 | 25 | 82 |
| 33 | 3 | 6 | 0 | 44 | 25 | 78 |

| | | | | | | |
|----|---|----|----|----|-----|-----|
| 34 | 0 | 10 | 21 | 28 | 20 | 79 |
| 35 | 0 | 12 | 19 | 28 | 20 | 79 |
| 36 | 0 | 2 | 6 | 52 | 30 | 90 |
| 37 | 0 | 2 | 0 | 72 | 20 | 94 |
| 38 | 0 | 4 | 9 | 36 | 45 | 94 |
| 39 | 0 | 0 | 6 | 32 | 65 | 103 |
| 40 | 0 | 0 | 9 | 60 | 25 | 94 |
| 41 | 1 | 4 | 9 | 40 | 30 | 84 |
| 42 | 0 | 0 | 0 | 28 | 80 | 108 |
| 43 | 0 | 0 | 0 | 4 | 110 | 114 |
| 44 | 0 | 0 | 12 | 36 | 45 | 93 |
| 45 | 0 | 6 | 36 | 32 | 0 | 74 |
| 46 | 0 | 6 | 3 | 76 | 0 | 85 |
| 47 | 0 | 0 | 0 | 4 | 66 | 70 |
| 48 | 0 | 0 | 12 | 76 | 0 | 88 |
| 49 | 0 | 8 | 21 | 12 | 45 | 86 |
| 50 | 0 | 2 | 0 | 44 | 55 | 101 |

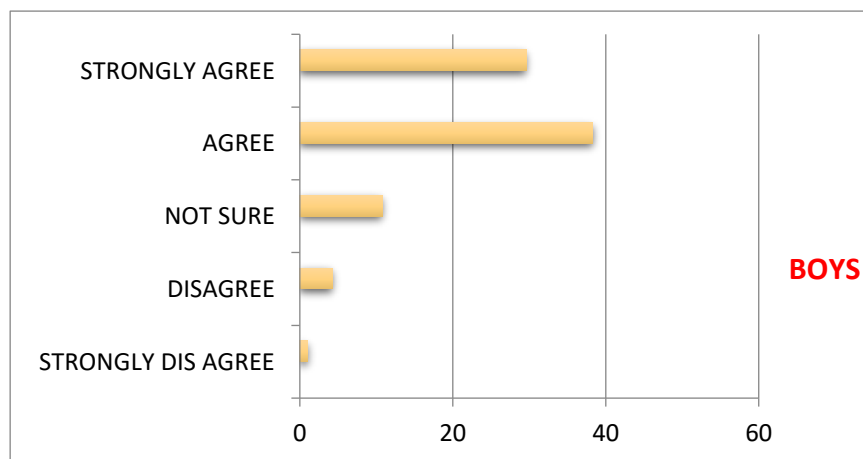
(GIRLS) (TABLE - 2)

| <u>SL</u> | <u>SD</u> | <u>D</u> | <u>N</u> | <u>A</u> | <u>SA</u> | OBTAINED MARKS |
|-----------|-----------|----------|----------|----------|-----------|-----------------------|
| 1 | 0 | 0 | 12 | 0 | 95 | 107 |
| 2 | 0 | 0 | 21 | 16 | 60 | 97 |
| 3 | 5 | 18 | 21 | 4 | 5 | 53 |
| 4 | 0 | 0 | 6 | 60 | 30 | 96 |
| 5 | 0 | 2 | 0 | 52 | 45 | 99 |
| 6 | 0 | 0 | 0 | 24 | 85 | 109 |
| 7 | 0 | 2 | 15 | 52 | 20 | 89 |
| 8 | 1 | 0 | 12 | 72 | 0 | 85 |
| 9 | 0 | 6 | 6 | 56 | 20 | 88 |
| 10 | 0 | 0 | 6 | 52 | 35 | 93 |
| 11 | 0 | 0 | 0 | 52 | 50 | 102 |
| 12 | 0 | 0 | 0 | 92 | 0 | 92 |
| 13 | 0 | 16 | 3 | 56 | 0 | 75 |
| 14 | 0 | 0 | 12 | 28 | 60 | 100 |
| 15 | 1 | 8 | 21 | 32 | 15 | 77 |
| 16 | 0 | 0 | 0 | 28 | 80 | 108 |
| 17 | 0 | 0 | 24 | 40 | 25 | 89 |
| 18 | 0 | 0 | 36 | 32 | 15 | 83 |
| 19 | 2 | 0 | 12 | 32 | 45 | 91 |
| 20 | 0 | 0 | 0 | 92 | 0 | 92 |
| 21 | 0 | 0 | 6 | 68 | 20 | 94 |
| 22 | 0 | 0 | 6 | 84 | 0 | 90 |
| 23 | 0 | 0 | 0 | 0 | 115 | 115 |
| 24 | 0 | 8 | 21 | 40 | 10 | 79 |

| | | | | | | |
|----|----|----|----|----|----|-----|
| 25 | 0 | 10 | 3 | 44 | 30 | 87 |
| 26 | 0 | 0 | 0 | 48 | 55 | 103 |
| 27 | 0 | 0 | 0 | 40 | 65 | 105 |
| 28 | 0 | 2 | 0 | 44 | 55 | 101 |
| 29 | 0 | 0 | 6 | 32 | 65 | 103 |
| 30 | 0 | 0 | 0 | 44 | 60 | 104 |
| 31 | 0 | 0 | 0 | 68 | 30 | 98 |
| 32 | 0 | 2 | 6 | 12 | 85 | 105 |
| 33 | 0 | 2 | 15 | 24 | 55 | 96 |
| 34 | 11 | 4 | 0 | 28 | 15 | 58 |
| 35 | 0 | 0 | 0 | 88 | 5 | 93 |
| 36 | 0 | 4 | 0 | 76 | 10 | 90 |
| 37 | 0 | 0 | 6 | 32 | 60 | 98 |
| 38 | 0 | 0 | 0 | 84 | 10 | 94 |
| 39 | 1 | 2 | 15 | 12 | 75 | 105 |
| 40 | 0 | 0 | 6 | 76 | 10 | 92 |
| 41 | 0 | 0 | 0 | 60 | 40 | 100 |
| 42 | 0 | 0 | 0 | 88 | 5 | 93 |
| 43 | 0 | 2 | 9 | 60 | 20 | 91 |
| 44 | 0 | 0 | 0 | 16 | 95 | 111 |
| 45 | 0 | 0 | 15 | 72 | 0 | 87 |
| 46 | 0 | 2 | 27 | 40 | 15 | 84 |
| 47 | 0 | 0 | 9 | 76 | 5 | 90 |
| 48 | 0 | 0 | 0 | 12 | 95 | 107 |
| 49 | 0 | 0 | 0 | 12 | 95 | 107 |
| 50 | 0 | 0 | 0 | 92 | 0 | 92 |

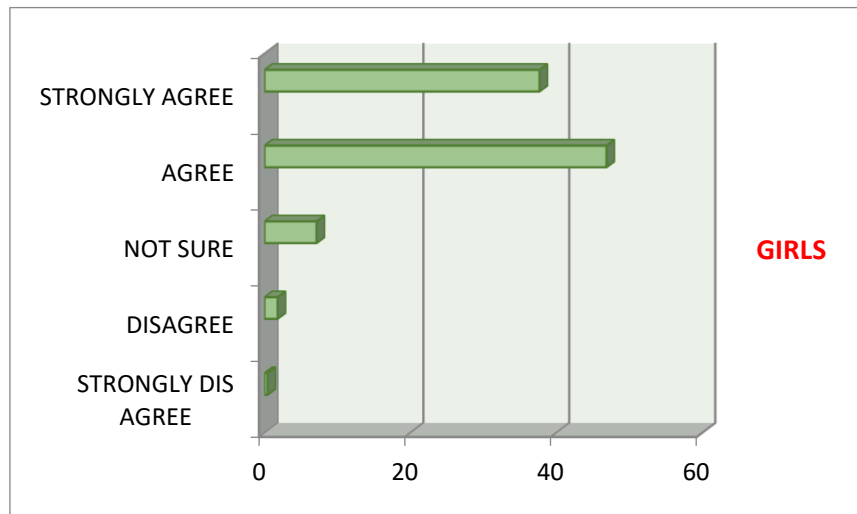
In this Table we have shown the Self-Esteem levels of 50 Boys and 50 Girls .

Fig 1



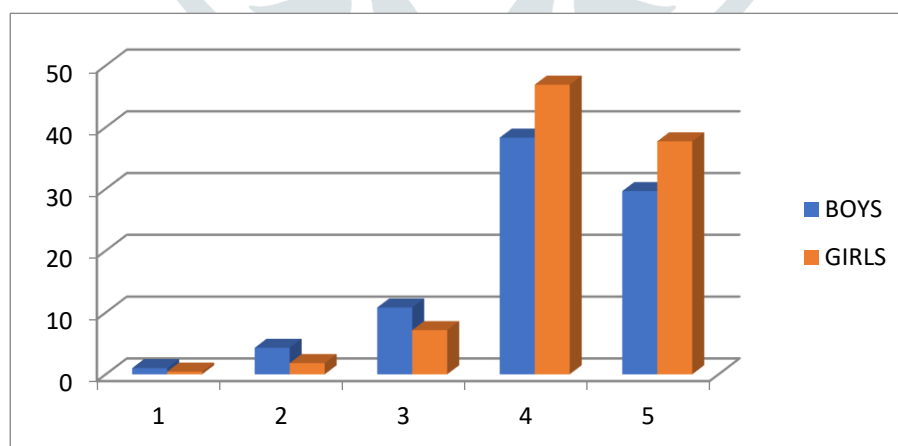
Here we seen that the ‘Agree’ responses is the highest percentage among the five response of Boys.

Fig 2



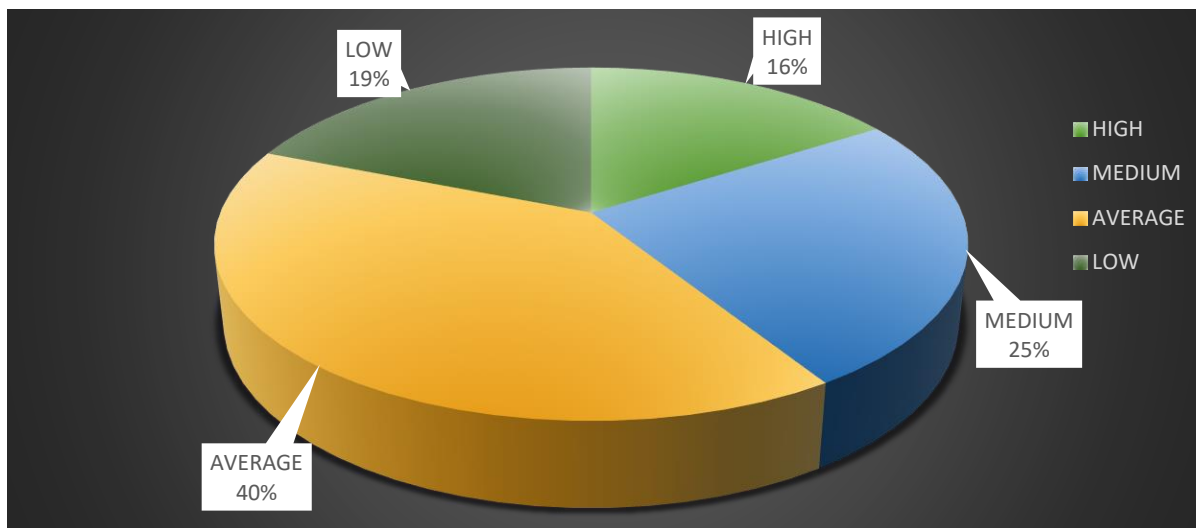
Here we seen that the ‘Agree’ responses is the highest percentage among the five response of Girls.

Fig 3



Here we seen that Girls students have higher Self-esteem than Boys students.

Fig 4



Here we seen that percentage of Academic Achievement of Bankim Sardar College Students.

ACADEMIC ACHIEVEMENT AND SELF ESTEEM:

Correlation between self-esteem and academic achievement may be observed in educational psychology. Self-esteem and academic achievement are inter-related. Gender of College students is believed to have an impact on an individual's self-esteem and varied disparities may be observed in self-esteem level between genders. The relationship between self-esteem and academic achievement among undergraduates pursuing college education is very significant.

HOW TO IMPROVE YOUR SELF-ESTEEM :-

- Get clear on your values and limitation
- Stop over thinking
- Improve your physical health
- Identify your positivity
- Identify your negative attitude Take on challenges
- Avoid negative people, believes positive relationships.
- Give yourself a break

CONCLUSION :-

The Psychologist investigates that self-esteem affected stress and it was affected from stress and both are affected on academic achievement of students. This interaction takes place in different level, including personal fields. In present situation Self-Esteem plays a very important role in Academic Achievement. For this reason decrease stress, increase self-esteem and as a result reduce psychological disorders and improve the quality of people's life.

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