ACADEMIC SELF ESTEEM OF HIGH SCHOOL STUDENT COGNITIVE, AFFECTIVE AND PERSONALITY CORRELATES

Dr. Raj Kumar Nayak
Associate Professor
Fakir Mohan University,Vyasa Vihar, Balasore
Former Professor,BMCE,ChoudharyRanbirSingh University,Jind, Haryana

Ms.Tanushree Rath
(M.A. Education, B.Ed.)
Lecturer
B.J.B. Autonomous College,
Bhubaneswar

Visiting Expert N.C.T.E. (NRC) Inspection Team,
Life Time Member of AIAER ,The Global community, IATE
Editor of "Global Evolution Bi-Annual" (Management& Teacher Education) Research Journal
Editor Of " Pahal Horizon" Bi Annual Journal, ISSN :2456-4842, International Research Journal

ABSTRACT

High School Students by virtue of their having reached a crucial stage in their developmental life span and academics are vulnerable to disruptions in the normative development of their self-concept albeit self-esteem. The construct of self-esteem has been defined by Woolfolk (2005) as an affective act and encapsulates the value or worth we attach to our self assessments. It becomes vital to understand that global self esteem is the sum total of the values we attach to ourselves in various domains of our lives. Marsh (1986) provides an insight into how academic self esteem of students influences their academic pursuits and is an integral aspect of their global self esteem also. Since in our industrialized societies educational achievement is a necessary precursor to future career placements, it becomes imperative to acknowledge the role of latent factors of personality traits, intellectual capacities and affective orientations of the students in contributing to differential academic achievements. The self-esteem of a student thus serves as a barometer for the evaluations that are formed about his own self in totality. Also studies have shown that achievement in educational pursuits belies levels of academic self esteem. (Blanton, Crocher & Miller, 2000; Marsh, Byrne & Young 1999). Educational achievement and academic self esteem seems to be highly inter-related and each one influences the other. Nonetheless the foundation for academic achievement seems to be positive academic self esteem which has to be cultivated at an early stage of our lives. William and Montgomery (1995) warrant that research is needed to confirm the nature of educational achievement. According to the self consistency theory, self esteem shapes our behaviour because of the self consistency motive (Rosenberg, 1989), and that adolescents with high academic self esteem would act in ways to enhance it i.e. they would work harder to achieve their goals. In sum while analysing the literature on academic self esteem, an unexplored yet highly relevant issue that emerged was that the personality traits, intellectual capacities and

affective orientations need to be analysed of the students from the standpoint of contributing to the build up of their academic self esteem and in turn their differential academic achievement as well.

Key words: Academic self esteem, Cognitive, Affective, Personality and Academic achievement.

INTRODUCTION

Over the years, researchers have sought to discover the factors that determine students' academic achievement as it has been found to be an important indicator of success. Much research has contributed to our understanding of the curricula, instructional strategies and student performance as documented by grades and standardized test scores (McEachron-Hirsh 1993). In this regard, it is pertinent to remember that academic performance or achievement is a complex phenomenon influenced by many cognitive, affective and personality dimensions. The way learners feel about their abilities may impact their academic performance. Consequently, academic achievement may not be an expression of the learner's ability but also of their self-concept of ability which, when positive helps them feel confident and able but when negative, causes detrimental effects on the academic performance of students. Exploring the nature of academic self-esteem reveals that it is concerned with an overall self-perception of individuals in the academic context. On the basis of review of literature, academic selfesteem emerged as a significant variable that when rightly tapped would predict academic achievement especially among adolescents. Adolescence is a time when the self-concept is profoundly being influenced by both internal i.e. intra-psychic dynamics as well as external i.e. inter-personal social and cultural factors. The role of personality is far reaching as personal dispositions intertwine with external factors by influencing the nature of perceptions related to the achievement. Thus academic self-esteem works as a mediating variable interacting with personality, cognitive and affective factors to influence academic achievement. There is a dearth of research that gives due importance to self-esteem especially in the academic domain as a definitive construct impacting academic performance ofadolescents. The present research aims to explore the association and contribution of cognitive, affective and personality factors to academic self-esteem of students in high school.

STATEMENT OF THE PROBLEM:

ACADEMIC SELF ESTEEM OF HIGH SCHOOL STUDENT COGNITIVE AFFECTIVE AND PERSONALITY CORRELATES

OBJECTIVES:

(i)To assess the achievement level of students with high and low academic self-esteem.

(ii)To find out the differences in cognitive, personality and affective factors of students with high and low academic self-esteem.

(iii)To assess the relationship of academic self-esteem with cognitive, affective and personality factors.

(iv)To analyze the relative contribution of cognitive, personality and affective factors in the development of academic self-esteem.

HYPOTHESES:

(i)Students high on academic self-esteem would be significantly high on academic achievement as compared to students low on academic self-esteem.

(ii) Indices of intelligence, positive affect and personality factors of Affectothymia (A+), Emotional Stability (C+), Dominance (E+), Premsia (I+), Self-assured (O-) and Self-Sufficiency (Q2+) would be significantly higher in students high on academic self-esteem as compared to those low on academic self-esteem.

(iii)Academic self-esteem would be positively correlated with indices of intelligence, positive affect and personality factors of (A+), (C+), (E+), (I+), (O-), (Q2+).

(iv)Relative contribution of cognitive factors would be significantly higher in academic self-esteem as compared to factors of affect and personality respectively.

SAMPLE:

The data pool for the present study comprised of 800 students studying in various private and government schools of Patiala. The students were in the age range of 15 to 17 years, studying in classes IX to XII. During the first phase of testing 'The Coopersmith SelfEsteem' inventory was administered in a group setting comprising of 20 students each. A cut off score of > 7 was used to screen in the students falling in the high academic self-esteem category and cut off score of < 2 was used to screen in the participants falling in the low academic self-esteem category. These cut offs were directly adopted from the manual of the test. Using these cut offs 150 students each were screened in for high and low academic self-esteem groups. These two groups were then administered tests to assess cognitive, affective and personality factors.

TOOLS:
Coopersmith Inventory—the School Form (SEI) - Stanley Coopersmith (1967), measures academic self-esteem of adolescents.

The PANAS-X - David Watson, Lee Anna Clark & Tellegen (1988), measures positive Affect and negative Affect.

High School Personality Questionnaire – R. B. Cattell & Mary D. L. Cattell (1969), measures a set of fourteen factorial independent dimensions of personality each represented by a letter of the alphabet and is scored on a bipolar continuum.

Culture Fair Intelligence Test - R.B. Cattell and K.S. Cattell (1959), a non-verbal test of intelligence measures intelligence without influence of cultural climate & educational level.

Group Test of General Mental Ability – Jalota, S. (1984), measures three aspects of mental ability – verbal, numerical and reasoning.

STATISTICAL ANYALSIS: The raw data was processed to study the association between academic self-esteem, cognitive, personality, affective factors and academic achievement. Mean, standard deviations of all variables were calculated. Associations and contribution were primarily assessed with One Way Analysis of Variance and Multiple Regression analysis.

THE SIGNIFICANT FINDINGS OF THE STUDY:

1. Students high on academic self-esteem were found to be high academic achievers as compared to the students with low academic self-esteem highlighting the fact that academic selfesteem had major impact on the academic achievement of the students.

2. i) Students having high academic self-esteem were significantly higher on both verbal and non-verbal intelligence. This difference in cognitive ability amongst high and low academic self-esteem groups is suggestive of strong possibilities for academic self-esteem to be a manifestation of higher intellectual processes.

ii) A significant positive link emerged between academic selfesteem and positive affect. Students having academic selfesteem were found to possess significantly higher positive emotions such as joviality, self-assurance and attentiveness as compared to those low on academic self-esteem.

iii) Negative affect emerged significantly higher in students with low academic self-esteem as compared to the students high on academic self-esteem indicating an inverse relationship between academic self-esteem and negative affect.

iv) Personality traits revealed different patterns for high and low academic self-esteem groups. Students possessing high academic self-esteem were found to be higher on personality factors of A, B, C, E, G, H, I, Q2, Q3 and Q4 i.e. they were more affectionate, intelligent, emotionally stable, dominant, have super ego-strength, adventurous, tender-minded, selfsufficient, self-controlled and little tense as compared to students with low academic self-esteem. No differences were observed for factor (O-) i.e. self-assurance.

3. i) Academic self-esteem was positively co-related with indices of verbal and non-verbal intelligence indicating a positive link between verbal and non-verbal intelligence and academic self-esteem.

ii) Academic self-esteem was positively co-related with indices of positive affect and its sub-scales i.e. joviality, self-assurance and attentiveness while academic self-esteem was found to be negatively co-related with indices of negative affect and its sub-scales i.e. fear, guilt, hostility and sadness indicating that higher the positive affect, greater the academic selfesteem would be. On the contrary as negative affect increased, academic self-esteem would decrease.

iii) Academic self-esteem was found to be positively co-related with indices of Affectothymia (A+), Emotional Stability (C+), Premsia (I+), and Self-Sufficiency (Q2+). Moreover academic self-esteem also showed high significant positive co-relation with indices of Intelligence (B+), Super ego-strength (G+),Adventurous (H+) and Self-controlled (Q3+). While no significant co-relations were traced between academic selfesteem and indices of Dominance (E+) and Self-assured (O-). Further negative relationship had been traced between academic self-esteem and F factor (Desurgency) i.e. anxiety, seclusion and nervousness.

4. i) Step wise regression analysis revealed that 62.2% percentage of variance in academic self-esteem was explained by Verbal intelligence from cognitive domain. Verbal intelligence emerged as the most powerful significant predictor of academic self-esteem. This implied that students having high verbal intelligence possessed high academic self-esteem and further investigation have shown that such students were higher on academic achievement.

ii) Positive Affect from affective domain came next in order of contribution of variance in academic self-esteem explaining 10.4% of variance. Building positive emotional foundations for young students becomes essential as it has a definitive impact on their ability to organize the world around them. Classroom teaching must be supplemented with emotionally nourishing environments to help the child to discover his/her potentials.

iii) Negative affect from affective domain emerged as third significant but negative predictor of academic self-esteem causing 3.6% of variance in academic self-esteem. Negative affect thus has a definitive suppressive impact on academic self-esteem. Picking up the threads from the past findings, it appears that negativity being experienced by the child goes a long way to tarnish the self-worth he/she is required to build up in order to face the challenges of academic pursuits.

iv) Out of fourteen factors of personality, B-factor emerged as the only significant contributing factor in explaining variance in academic self-esteem. This signifies that intelligence has major contribution in the development of academic selfesteem. Intellectual capacities are the basic skills required for a young learner to be able to comprehend and organize his/her world. Deficits in the capacity cannot be substituted by any other potential as it the substratum for any other potentiality and ability to develop. These contributions highlighted verbal intelligence, positive affect and negative affect as the crucial components of academic selfesteem.

Conclusion:

An in-depth analysis of the construct of academic self-esteem leads to the conclusion that it emerges as the vital component of a student's academic life. Built-up on the sturdy pillars of verbal intelligence and positive affect, it strengthens the academic selfevaluations of the students. The role of academic self-esteem is to provide the dynamic motivational push to each student from within and assure him/her of success in educational pursuits. So development of academic self-esteem must be made an integral part of our educational system. Awareness must be created among parents and teachers about the potential meditating role of academic selfesteem in ensuring future success of high school students. Implications from this research open avenues for educators and counselors. They can plan strategies for empowering teachers to implement innovative techniques to enhance academic self-esteem of students. The teachers must be given special training to have deep insight of learners' inner state of mind because the emotional states and inner upheavals of high school students caused due to the interpersonal relationship with their teachers and class fellows leave long lasting impact on their academic achievement. Special emphasis must be given on creating a nurturing atmosphere of positivity for the learner as that is a pre-requisite to attain excellence in academics.

REFERENCES

1) Abouserie, R. (1995). Self-esteem and achievement motivation as determinants of students'' approaches to studying. *Studies in Higher Education*, 20(1), 19–26.

2) Abramson, L Y, Metalsky G I, & Alloy L B, (1989). Hopelessness depression: A theory-based subtype of depression. *Psychological Review,* 96, 358-372

3) Adler, A. (1956). The individual psychology of Alfred Adler: *A systematic presentation in selections from his writings* (H.L.

4) Ansbacher & R.R. Ansbacher, Eds.). New York: Harper Aggarwal, R.N. (1974). "Adjustment problems of secondary schools pupils as perceived and judged by parents, teachers and Pupils themselves". Ph.D. Thesis, *A   Survey   of   Research   in   Education*,   p. 143

5) Ahmad, I., Zeb, A., Ullah, S., & Ali, A. *(*2013). Relationship between Self-Esteem and Academic Achievements of Students: A Case of Government Secondary Schools in District Swabi, KPK, Pakistan,

6) *The Academic Ach International J. Soc. Sci. & Education Vol.3 Issue 2*, ISSN: 2223-4934 E and 2227-393X Print 361

7) Ahmavaara, A., & Houston, D. M. (2007). The effects of selective schooling and self-concept on adolescents' academic aspiration: An examination of Dweck's self-theory. *British Journal of Educational Psychology*, 77, 613-632.

8) Bachman, J. G., & O'Malley, P. M. (1977). Self-esteem in young men: A longitudinal analysis of the impact of educational and occupational attainment. *Journal of Personality and Social Psychology,* 35, 365- 380.

9) Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.

10) Bankston, C. L. & Zhou, M. (2002). Being well vs. doing well: Selfesteem and school erformance among immigrant and nonimmigrant racial and ethnic groups. *International MigrationReview*, 36, 389-415.

11) Barker, K.L., Dowson, M., & McInery, D.M. (2005). Effects between motivational goals, academic self-concept and academic achievement: What is the causal ordering? *Paper presented at the Australian Association   of   Educational   Research   (AARE)*:   Sydney.   Available   from: www.aare.edu.au/05pap/bar05373.pdf

12) Barrett, P. (2005). What if there were no psychometrics? Constructs, complexity, and measurement. *Journal of Personality Assessment*, 85, 134-140.

13) Barton, K; Dielman, T. E.; Cattell, R. B. (1972). Personality and IQ measures as predictors of school achievement. *Journal of Educational Psychology*, Vol 63(4), Aug, 398-404. doi: 10.1037/h0033573

14) Byrne, B.M. (1986). Self-concept / academic achievement relations: An investigation of dimensionality, stability, and causality. *Canadian Journal of Behavioural Science*, 18(2):173-186.

15) Cacioppo, J. T., Hughes, M. E., Waite, L, J., Hawkley, L. C., & Thisted, R. A. (2006). Loneliness as a specific risk factor for depressive symptoms: Cross-sectional and longitudinal analyses. *Psychology and Aging*, 21, (1), 140-151.

16) Cacioppo, J., Petty, R., Feinstein, J. and Jarvis, B. (1996). Dispositional differences in cognitive motivation: The life and times of individuals varying in need for cognition. *Psychological Bulletin,* 119, 197–253.

17) Calkins, S. D. (2007). The emergence of self-regulation: Biological and behavioral control mechanisms supporting toddler competencies. In C. A. Brownell & C. B. Kopp (Eds.), *Socio-emotional development in the   toddler   years: Transitions   and   transformations* (pp. 261-284). New York, NY: Guilford.

18) Callell, R.B. (1971). *Abilities: Their Structure Growth and Action*. New York: Houghton Mifflin.

19) Cattell, R.B.; Sealy, A.P. & Sweeney, A.B. (1966). What can personality and motivation source trait measurement add to the prediction of school achievement? *British Journal of Educational Psychology*, 36, 280-295.

20) Chamorro-Premuzic, T., & Furnham, A. (2003). Personality predicts academic performance: Evidence from two longitudinal university samples. *Journal of Research in Personality*, 37, 319 – 338.

21) Curtis, C.K., & Shaver, J.P. (2001). Improving slow learners'' selfesteem in secondary social studies classes. *Journal of Educational Research*. 217-222.

22) Dambudzo, I.I. (2005, 2009). The relationship between learner selfconcept and achievement in secondary schools in Zimbabwe.*Unpublished DEd-thesis*. Pretoria: Unisa.

23) Dangwal, K.L. (2000). A study of the relationship of reaction to frustration and academic achievements of class 5th students. *Indian journal of educational research*, 19, 49-55.

24) Dutt, S., (1989). The effect of problem-solving ability in science of high school students In relation to anxiety level cognitive style and intelligence. In J.P. Sharma (Ed.) 2000 *Fifth Survey of Educational Research*, 2, New Delhi: NCERT, 143.

25) Ediseth, A., (2002). The Relationship between Intelligence, Approaches to Learning and Academic Achievement. *Scandinavian Journal of Educational Research, 46*(2), 219-230.

26) Ehrmann, N., & Massey, D. S. (2008). Gender-specific effects of ecological conditions on college achievement. *Social Science Research, 37*(1), 220-238.

27) Eysenck, H. J., & Eysenck, M. W. (1985). Personality and individual differences: *A natural science approach*. New York: Plenum.

28) Farooq M.S., Chaudhry A.H., Shafiq M., Berhanu G. (2011). Factors affecting students" quality of academic performance: a case of secondary school level *Journal of Quality and Technology Management* Volume VII, Issue II, December, , Page 01 - 14

29) Farsides, T., & Woodfield, R. (2003). Individual differences and undergraduate academic success: The roles of personality, intelligence, and application. *Personality and Individual Differences*, 34, 1225–1243.

30) Fergusson, D.M., & Horwood, L.J. (2002). Male and female offending trajectories. *Development and Psychopathology*, 14, 159–177.

31) Furnham, A., Chamorro-Premuzic, T., & McDougall, F. (2003). Personality, cognitive ability, and beliefs about intelligence as predictors of academic performance. *Learning and Individual Differences*, 14, 49 – 66.

32) Gagné, F., & Père, F. (2002). When IQ is controlled, does motivation still predict achievement? *Intelligence, 30*(1), 71-100.

33) Gakhar, S.C. (2003).A study of Emotional Maturity of students at secondary stage, self-concept and academic achievement. Paper published in *Journal of Indian Education.* Vol.XXIX, No.3, New Delhi: NCERT. Pp 100-106.

34) Woolfolk, A.E., (2005). *Educational Psychology* (11th Ed.), Allyn and Bacon.

35) Yeung, A. S., & Lee, F. L. (1999). Self-concept of high school students in China: Confirmatory factor analysis of longitudinal data. *Educational and Psychological Measurement,* 59, 431-450.

36) Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist,* 3, 151_175.

37) Zeidner, M. (1998). *Test anxiety: The state of the art.* New York, NY: Plenum.

38) Zeidner, M., & Matthews, G. (2000). Intelligence and personality. In R. Sternberg (Ed.), *Handbook of intelligence* (pp. 581–610). New York: Cambridge University Press.

39) Zeidner, M., & Schleyer, E. J. (1999). The big-fish-little-pond effect for academic self-concept, test anxiety, and school grades in gifted children. *Contemporary Educational Psychology, 24*, 305-329.

40) Zeleke, S. (2004). Self-concepts of students with learning disabilities and their normally achieving peers: *A review. European Journal of Special Needs Education*, 19, 145-170.

41) Ziegler, A., Heller, K. A., & Broome, P. (1996). Motivational preconditions for girls gifted and highly gifted in physics. *High Ability Studies*, 7, 129-143.