



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

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Abstract

The present study has been designed to investigate the Self Esteem in relation to Academic Achievement of Secondary School Students in Prakasam district of Andhra Pradesh. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The study was conducted over a sample of 200 secondary school students in Prakasam district using stratified random sampling method. Questionnaire was constructed for the secondary school students to find out the opinions of students on Self Esteem in relation to Academic Achievement of Secondary School Students in Prakasam district of Andhra Pradesh. The data were analyzed using various statistical methods like mean, SD, correlation, t-test and ANOVA by SPSS package. The score obtained by different groups are compared across the variables i.e., gender, age, caste, school management and locality. The results revealed that, there is a significant and positive relationship between Self Esteem in relation to Academic Achievement of Secondary School Students in Prakasam district of Andhra Pradesh. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Keywords: Self Esteem and Academic Achievement.

Self Esteem:

There is general agreement that there is a close relationship between self - esteem and academic achievement. However, there is considerable disagreement as to the specific nature of this relationship. It has been argued that students have to do well in school in order to have positive self-esteem or self-concept; another position is that a positive self-esteem is a necessary prerequisite for doing well in school. Covington (1989) reported that the level of self-esteem increases, so do achievement scores; as self-esteem decreases, achievement

scores decline. Furthermore, he concluded that self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains. Specifically, students' perceived efficacy to achieve, combined with personal goal setting, has been found to have a major impact on academic achievement". Holly (1987) compiled a summary of some 50 studies and indicated that most supported the idea that self-esteem was more likely the result than the cause of academic achievement. He did acknowledge that a certain level of self-esteem is required in order for a student to achieve academic success and that self-esteem and achievement go hand in hand. Self-esteem is viewed as the most evaluative and affective constructs (Harter, 1999). Overlay, self-concept is considered as the beliefs about perceived competence and self-evaluative in a specific domain. Self-esteem can apply specifically to a particular dimension. Psychologists usually regard self-esteem as an enduring personality characteristic. Self-esteem is a widely used concept both in popular language and in psychology. It refers to an individual's sense of his or her value of worth, of the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991).

Academic Achievement:

The word 'academic achievement' is a very broad term, which indicates generally the learning outcome of pupils. Achievement of these learning outcomes requires a series of planned and organized experiences and hence learning is called a process. In this process of achievement of change in behavior, one cannot say that all pupils react at the same level of change during the same span of time. The level of achievement reached by the pupils in schools is called "the academic achievement of the pupils".

Here, one should not restrict oneself to only academic performance but also to the accomplishments in other areas.

Evaluation is the integral part of the teaching learning process, and it involves in:

1. Identifying and defining instructional objectives in behavioral terms.
2. Using suitable learning experience; and
3. Constructing suitable evolutionary instrument and appraising various learning outcomes.

Virtually, all the teachers use some kind of tests to assess the progress of their students. Here are some of the principles of measurement of educational achievement as given by *EBEL*:

1. The measurement of educational achievement is essential to effective education.
2. An educational test is no more or less than a device for facilitating, extending and refining a teachers' observation of student achievement.
3. Every important outcome of education can be measured.
4. The most important educational achievement is command of useful knowledge.
5. Written tests are well suited to measure the students' command of useful knowledge.

Academic achievement may be defined as "competence of students shown in school subjects for which, they have taken instruction". The test scores, marks or grades assigned to the students on the basis of their

performance in the achievement test determine the status of the pupil in the class-room. This is considered as a primary goal of education.

Need and Importance of the Study

School education is the core of the wider term “Educational growth” and no one can deny that success in school education builds self-esteem and self confidence with leads to better adjustment with the self and with the group. A significant conclusion which may be drawn from the research studies in the field of academic achievement is that the nature of relationships between academic achievement and Self Esteem. So in the opinion of many scholars and educationists, there is a need to re-think on the topics related to academic achievement. Moreover, the findings of the present study will be helpful in building the theoretical understanding of academic achievement and self-esteem. Therefore the present researcher wants to see whether there is any relationship between the academic achievement of the students and self-esteem. Self-esteem is considered to be the keystone of personality. It has been found to interfere consistently with achievement of test performance” Hembree (1988). William (1991) studied “the relative influence of self-concept on the academic achievement of high school students.

Objective of the Study

1. To study the relationship between Self Esteem and Academic Achievement of Secondary school students in Prakasam district.
2. To study the significant difference between the perception of students based on their socio-economic variables i.e., gender, age, caste, school management and locality towards Self Esteem and Academic Achievement of Secondary School Students in Prakasam district of Andhra Pradesh.

Hypothesis of the present Study

1. There would be no significant correlation between Academic Stress, Adjustment Styles, Study Habits and Mental Health of Secondary school students in Prakasam district.
2. There would be no significant difference between the perceptions of boy and girl students towards Academic Stress of Secondary school students in Prakasam district.
3. There would be no significant difference between the perceptions of boy and girl students towards Adjustment Styles of Secondary school students in Prakasam district.
4. There would be no significant difference between the perceptions of boy and girl students towards Study Habits of Secondary school students in Prakasam district.
5. There would be no significant difference between the perceptions of boy and girl students towards Mental Health of Secondary school students in Prakasam district.

Review of Related Literature:

According to **Guneet Kaur Cheema and Mangla Bhardwaj (2021)** in their study “Self-Esteem and Academic Achievement in Relation to Home Environment among Adolescents” noticed that Findings revealed that if the home environment of the adolescent is favourable than his self-esteem is better and he will be confident enough to solve the problems and to face the hardships and challenges of life in an easy go”.

Pooja Bhagat (2016) in her study “Relationship between Self-esteem and Academic Achievement of Secondary School Students”. It was noticed that “a positive and significant correlation between positive-self males and their academic achievement. A positive and significant correlation was found between negative-self females and academic achievement. A positive but not significant correlation was found between positive-self females with their academic achievement. A positive but not significant correlation was found between negative-self males and academic achievement of secondary school students”.

Alam, Md Mahmood (2013) in their study “A Study of Test Anxiety, Self-Esteem and Academic Performance among Adolescents”. It was noticed that, “overall (i) low test anxiety students (boys & girls, rural & urban) had higher academic performance than high test anxiety students (boys & girls, rural & urban); (ii) there is a positive relationship between self-esteem and academic performance of the students (boys & girls, rural & urban); (iii) there is a negative relationship between test anxiety and self-esteem of students (boys & girls, rural & urban); (iv) boys have least test anxiety, better self-esteem and better academic performance than girls; and (v) urban students have least test anxiety, better self-esteem and fabulous academic performance in comparison to their rural counterparts”.

Shobhna Joshi and Rekha Srivastava (2009) studied on “Self-esteem and Academic Achievement of Adolescents”. It was noticed 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.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

Research Tool:

This questionnaire consisted of 30 items with five point scale. In the preparation of the questionnaire on the Self Esteem of IX class students in Secondary Schools was considered. The tool was prepared to perceive the information from the Students. For measuring the perceptions of Students towards Self Esteem as perceived by Students was prepared by selecting four components.

Student achievement data – documentary analysis:

The investigator collected data of IX Class students Annual Examination results of the year 2018-2019 from the sampled schools with regard to students achievement. IX class results for the year 2018-19 of the sampled schools were taken into consideration for analytical purposes.

Statistical Techniques Used

The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the correlation and ‘t’-test have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1. Correlation between Self Esteem and Academic Achievement of Secondary School Students in Prakasam district.

N	'r'-Value	p-Value
200	0.29**	0.00

**Significant at 0.01 level

Table 1 revealed that there is a high significant correlation between Self Esteem and Academic Achievement of IX class students in Secondary Schools of Prakasam District. The calculated correlation (r-value) values are 0.29 and the p-values is 0.00 which is significant at 0.01 level. Hence, the null- hypothesis is rejected.

Table 2: Mean, SD, and 'F'/t' Values on the perceptions of students based on their Socio-Economic variables towards Self Esteem

Variable	Category	Mean	S.D.	F/t-value	p-value
Gender	Male	99.24	16.31	2.92**	0.00
	Female	96.50	18.45		
Age	13 Years	98.18	19.05	5.13**	0.00
	14 Years	96.65	18.92		
	15 Years	102.54	17.24		
Caste	ST	107.63	15.40	6.44**	0.00
	SC	103.36	17.60		
	BC	99.13	17.34		
	OC	100.97	17.18		
School Management	Government	104.36	14.07	8.62**	0.00
	Municipal	99.14	17.65		
	Private	100.71	17.13		
Locality	Rural	101.18	16.49	1.18 ^{NS}	0.31
	Urban	100.89	17.52		

**Significant at 0.01, *Significant at 0.05 level and NS : Not Significant

Table 2 observed the mean perceptual score of students based on their gender with respect to Self Esteem of Secondary School students in Prakasam district. The mean perceptual score for male category students was 99.24 where as it was for the female category students were 96.50. The SD values for male and female category were 16.31 and 18.45 respectively. The t – value was 2.92 and the p-value was 0.00 which was statistically significant at 0.01 level. Hence, the null hypothesis was rejected. It shows that, there is a significant difference between the perceptions of male and female category students and male category students expressed high perceptions with respect to Self Esteem of Secondary School students in Prakasam district than that of female category students.

With regard to their age, the mean perception score of 13 years age group students was 98.18, and it was for 14 years age group was 96.65 whereas it is for the 15 years age group was 102.54 and the SD values are 19.05, 18.92 and 17.24 respectively. The derived F – value was 5.13 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that there is a significant difference among the perceptions of students based on their age group and 15 years age group students expressed high perceptions with respect to Self Esteem of Secondary School students in Prakasam district than that of 13 and 14 years age group students.

With regard to their caste, the mean perception score of ST caste students was 107.63, and it was for SC caste was 103.36 whereas it is for the BC caste was 99.13 and it is for the OC caste was 100.97 and the SD values are 15.40, 17.60, 17.34 and 17.18 respectively. The derived F – value was 6.44 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that there is a significant difference among the perceptions of students based on their caste and ST caste students expressed high perceptions with respect to Self Esteem of Secondary School students in Prakasam district than that of SC, BC and OC caste students.

With regard to school management, the mean perception score of Government school students was 104.36, and it was for Municipal school students was 99.14 whereas it is for the Private school students was 100.71 and the SD values are 14.07, 17.65 and 17.13 respectively. The derived F – value was 8.62 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that there is a significant difference among the perceptions of students based on their school management and Government school students expressed high perceptions with respect to Self Esteem of Secondary School students in Prakasam district than that of Municipal and Private school students.

With regard to Locality, the mean perceptual score for rural area category students was 101.18 where as it was for the urban area category students was 100.89. The SD values for rural and urban area category students were 16.49 and 17.52 respectively. The t – value was 1.18 and the p-value was 0.31 which was statistically not significant at any level. Hence, the null hypothesis was accepted. It shows that, there is no significant difference between the perceptions of rural and urban area category students and they expressed similar opinion with respect to Self Esteem of Secondary School students in Prakasam district than that of rural area category students.

Findings and conclusions of the study:

1. there is a significant difference between the perceptions of male and female category students and male category students expressed high perceptions with respect to Self Esteem of Secondary School students in Prakasam district than that of female category students.
2. there is a significant difference among the perceptions of students based on their age group and 15 years age group students expressed high perceptions with respect to Self Esteem of Secondary School students in Prakasam district than that of 13 and 14 years age group students.
3. there is a significant difference among the perceptions of students based on their caste and ST caste students expressed high perceptions with respect to Self Esteem of Secondary School students in Prakasam district than that of SC, BC and OC caste students.

4. there is a significant difference among the perceptions of students based on their school management and Government school students expressed high perceptions with respect to Self Esteem of Secondary School students in Prakasam district than that of Municipal and Private school students.
5. there is no significant difference between the perceptions of rural and urban area category students and they expressed similar opinion with respect to Self Esteem of Secondary School students in Prakasam district than that of rural area category students.

Recommendations:

- Curriculum planners and the government should strive to incorporate study habits into the curriculum of secondary education
- There should be workshops, seminars, or public awareness programmes, where parents will be educated on how to help their children or ward(s) develop good study skills, since study skills, have been found to have influence on the students' achievement
- The teachers and parents should identify good study habits and find ways and means of enhancing them among students.
- Group guidance should be organized in schools by professional counsellors in order to create awareness on how students can develop effective study habits which could lead to good academic performance.
- A functional school library should be mounted in all secondary schools. By so doing, students would be motivated to utilize the library resources and thus, inculcating in them good study habits.
- Parents and guardians should encourage their children to set up schedules for study and they should allow give their children enough time to study at home.
- Qualified teachers should be employed in all secondary schools. If this is done, students would acquire enough knowledge's, ideas and skills on how to tackle problems and this would improve their academic performance in the subjects.
- The teachers should teach the student on how to take important notes during every lesson. By so doing, the students would develop good habits of note taking and this could lead to good academic performance.

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