

## **A Study of Self-Esteem In relation to Academic Achievement of Senior Secondary School Students**

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#### **Abstract**

Self-esteem is essential to success in every aspect and phase of life. It is also very important factor to enhance achievement in education. The current study aims to check out whether there is any significant difference in the dimensions of Self-Esteem and academic achievement of secondary school students. The study is survey based. 1000 senior secondary school students were selected as a sample randomly from district Bareilly, Uttar Pradesh. Self-developed tool was used to collect data after testing its reliability and validity. T-test and Pearson Product Moment correlation were used to analyze data. The finding of the study revealed that there was no significance difference in self-esteem with respect to Gender even at 0.05% level. Hence there was a significant difference in Self-Clarity factor at 1 percent level; Boys were better compare to girls. Further it also declared a high positive relationship between Overall Self-Esteem and Academic Achievement of students.

**Key Words:** Self-Esteem, Academic Achievement and Students.

#### **INTRODUCTION**

It is well known that self-esteem sometimes referred to as self-worth or self-respect, may be a significant part of success. Too low self-esteem may lead students or people towards failure or create the feeling of defeated or depressed among individuals. According to psychologist low level of self-esteem may lead a person towards bad choices or bad friends that may result to the dark future so that in educational setting it has a high level significance.

Self Esteem in its simple and plain term refers to the feeling of respect and worth one has about him or herself. It is integral part of the self, the core of a person. Complete understanding of one's own complete self is impossible without understanding the nature of

one's own self esteem. The level of self-esteem that a person has determines the level of success and failure and it is in this perspective it hence it necessary and vital for any individual.

### **Self Esteem in Maslow's Theory**

The hierarchy of needs theory was developed by Abraham Maslow in 1940. He attempted to arrange in order the important human needs. Out of the many needs considered, he finally decided to select only five needs as vital to human living. Esteem needs is one among them, occupying the fourth place in the bottom-to-top arrangement

The categories of needs are as follows:

- Biological and Physiological Needs: These are very basic needs for living like air, food, drink, shelter, warmth, sex and sleep.
- Safety Needs: These needs are protection needs related to security of an individual like friends, money and laws.
- Belongingness and Love Needs: It is a psychological need related to family, affection and relationships.
- Esteem Needs: It is related to self-esteem, achievement, satisfaction, independence, status, dominance, prestige and responsibility.
- Self-Actualization Needs: It is the highest form of need relating to realization of self-fulfillment of one's potentials and longings.

### **Dimensions of Self Esteem**

Self-Esteem having number of characteristics but here researcher have discussed only six dimensions of it. They are as follows,

1. Self-Perception
2. Social Perception
3. Competence
4. Self-Clarity
5. Emotional Balance
6. Self-Drive

### **Impact of Self Esteem on Achievement**

Self Esteem has a direct relationship on the performance of every individual. The influence may be more or less, but it has its own effect on the output. The inner energy and motivation

to struggle and do the things till the end depends on the self-confidence. Self-confidence is related to self-esteem that a person holds about himself. The opinion holds by oneself as good or bad has a direct impact on the outcome of activities. The individuals who feel that they are good and capable do things better. Those who feel bad of themselves and incapable do poorly. It is a thinking that one has about himself or herself determines the success or failure, whether it is academic or non-academic. Those who have got high level of self-esteem are the toppers in their performance. Hence it is important that the trainee teachers also have high level of self-esteem.

### **Significance of the study**

Low academic achievement still is a big challenge for the whole world and especially for us. It is a key factor of not only educational but all types of development and there several factor those having their impact on academic achievement, one among them is self-esteem. It helps the student to take everything in positive way. It also encourage students to manage their time well. So it is highly associated with ultimate success in life, confidence, happiness and with academic achievement.

### **Literature Review**

Arshad, M., Zaidi, S. M. I. H., & Mahmood, K. (2015). Conducted research on Self-Esteem & Academic Performance among University Students. The purpose of the study was to check out whether is positive relationship between self-esteem and academic performance among university students. They framed a survey based research and collected 80 sample of students G.C University Faisalabad using purposive sampling technique. The standardized tool "Rosenberg Self-Esteem Scale" (Rosenberg, 1965) was used to collect data. Pearson's product moment correlation method and t-test were used to measure the significance level of data through SPSS. The results declare that there was a significant relationship ( $r=0.879$ ), between self-esteem and academic performance. Moreover female students have high scores on academic performance compare to boys.

Sadaat, Ghasemzadeh & Soleimani (2012), carried out a research aims to study self-esteem in relation to academic achievement of university students. The research was typically analytic and descriptive in nature. The sample of 370 was selected from Tehran's Shahid Beheshti University randomly using standrisd tool "Pope's test of self-esteem". ANOVA, t and Post-Hoc and regression analysis were applied to draw results from data. The results taken from the research show significant difference in self-esteem among male and

female students. However, male students for family self-esteem received higher scores than female students ( $t = -2/12$ ,  $p < 0.05$ ). On the basis of faculties the sciences, psychology and educational sciences, and electro- computer revealed significant difference in self-esteem.

K. K & Yeshodhara (2012) Made an attempt to know the Relationship between Self-Esteem and Academic Achievement of Students of standard IX from Mysore city. The research was descriptive research with survey method. Data was obtained from 321 students of standard IX from government and private schools of Mysore city randomly. The Coopersmith Self Esteem Inventory (CSEI) Standardised by Coopersmith (1975) to measure attitudes towards the self in personal, social, family and academic areas of experience was used to collect data was used to find out Self Esteem and total scores on second semester exam is considered to determine the level of Academic Achievement of Students. Results revealed positive relationship between Self-Esteem And Academic Achievement of Students.

Joshi & Srivastava (2009) investigated the self-esteem and academic achievement of urban and rural adolescents, and to study the gender differences in self-esteem and academic achievement. The study was descriptive in nature. The sample of this study were adolescents (200 urban and 200 rural) from Varanasi District. The sample was equally distributed among the urban and rural sample. To measure Self-esteem the Rosenberg self-esteem questionnaire (Rosenberg, 1965) and to measure academic achievement the academic school records was used. The results of the study 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.

### **Research Objectives**

1. To find out the level of Self-Esteem among secondary school students
2. To find out whether there is any significant difference in the dimensions of Self-Esteem among secondary school students with respect to Gender.
3. To find out whether there is any significant difference among the dimensions of Self-Esteem of secondary school students.
4. To find out whether there is any significant difference in the dimensions of Self-Esteem and academic achievement of secondary school students

**Research Hypotheses**

1. There is no significant difference in the dimensions of Self-Esteem among secondary school students with respect to Gender
2. There is no significant difference among the dimensions of Self-Esteem of secondary school students.
3. There is no significant difference in the dimensions Self-Esteem and academic achievement of secondary school students.

**Research Methodology**

The current study is a survey based research, aimed at investigating the relationship between Self-Esteem and academic achievement of secondary school students.

**The Population of the Study**

The population for this study includes all the senior secondary school students of district Bareilly government, aided and self-financed schools.

**The Sample and Sampling of the Study**

Sample is a small portion of population and in this study the 1000 sample was taken from 24 schools (government, aided and self-financed) of Bareilly district randomly.

**Research Instruments**

For this study self-developed tool Self-Esteem Scale was used after getting reliability and validity. Chronbach Alpha technique was used to find out the reliability of the scale. The obtained reliability coefficient is 0.923 (N=150) and Number of Items = 36 which suggests that the scale is highly reliable to measure the Self-Esteem of senior secondary school students.

**Establishing Validity**

The validity of this tool was established by taking the square root of reliability which was found 0.9607. Thus, the coefficient inferred that the tool was highly reliable and valid.

**Delimitation of the study:**

1. The Study is confined to Senior Secondary School Students
2. It is confined to District Bareilly, UP.
3. The study has been conducted on a sample of 1000 students including boys and girls of Senior Secondary School Students
4. The investigation has been confined only to 24 schools of District Bareilly, UP.

### Statistical techniques

To get result from raw data collected from senior secondary schools the following Statistical techniques were used;

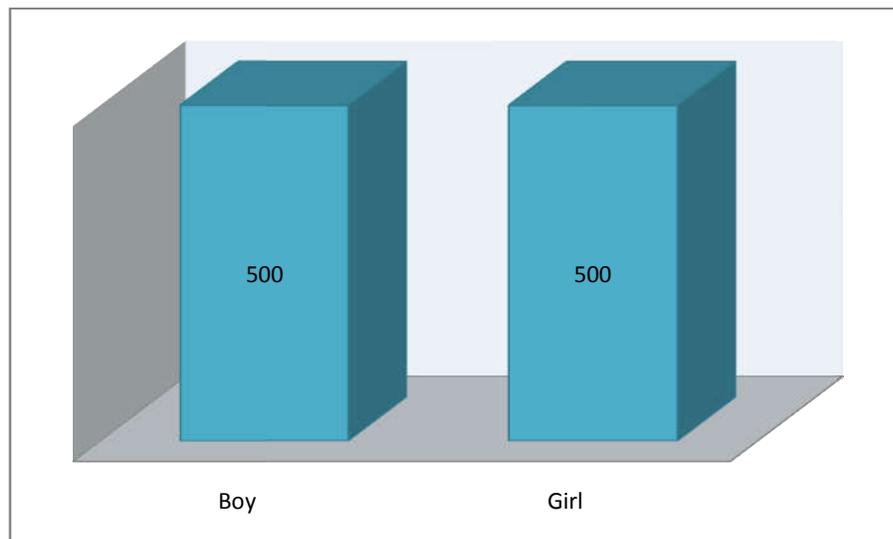
1. Item Analysis (for Pilot Study)
2. Percentage analysis
3. Differential Analysis: t-test
4. Correlation Analysis: Pearson Product Moment correlation

**Table.1. Frequency distribution of Gender**

Gender	Frequency	Percent
Boy	500	50.0
Girl	500	50.0
Total	1000	100.0

The above table declares that for conducting this research 1000 sample was collected which has 50% strength of boys as well as 50% of girls.

**Figure.1. Bar diagram represent of Frequency Distribution of Gender**



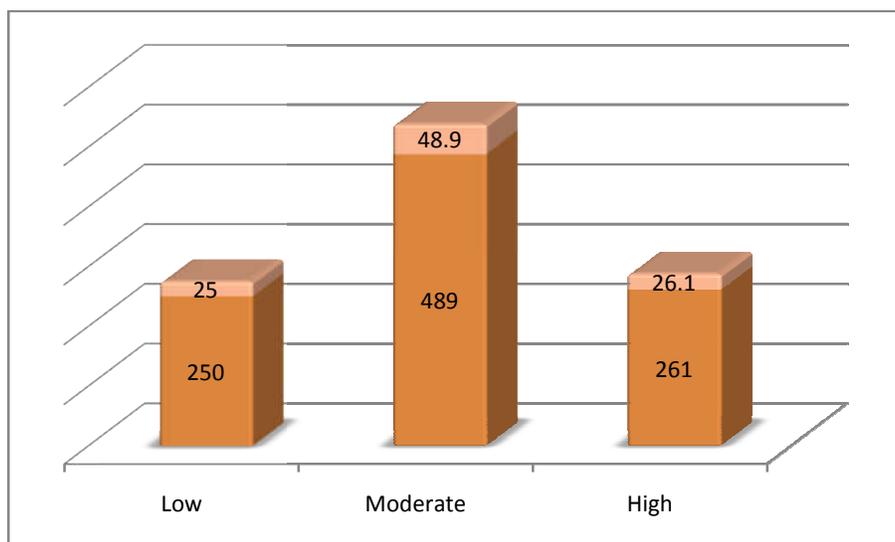
**Table.2. Frequency Distribution of Level of Self Esteem**

Level of Self Esteem	Frequency	Percent
Low	250	25.0
Moderate	489	48.9
High	261	26.1
Total	1000	100.0

The above table shows the Level of Self Esteem of students, according to the table the low

Level of Self Esteem is 25.00% and moderate is 48.9% while the highest Level of Self Esteem is 26.1%.

**Figure.2. Bar diagram represent of Frequency Distribution of Level of Self Esteem of Students**

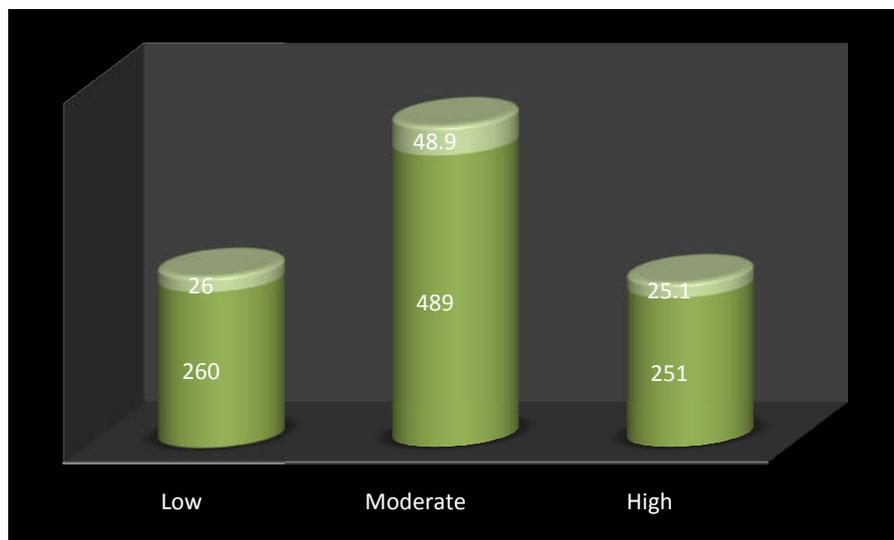


**Table.3. Frequency Distribution of Level of Academic Achievement**

Level of Academic Achievement	Frequency	Percent
Low	260	26.0
Moderate	489	48.9
High	251	25.1
Total	1000	100.0

The above table no 3 shows the Level of Academic Achievement of students, according to the table the low Level of Academic Achievement is 26.0% and moderate is 48.9% while the highest Level of Academic Achievement is 25.1%.

Figure.2. Bar diagram represent of Frequency Distribution of Level of Academic Achievement



**Hypothesis.1.** There is no significant difference in the dimensions of Self-Esteem among secondary school students with respect to Gender.

**Table.4.** t-test for significant difference between Genders with respect to dimensions of Self-Esteem

Factors of Self-Esteem	Gender				t value	P value
	Boy		Girl			
	Mean	SD	Mean	SD		
Self-Perception	23.86	5.77	23.19	5.47	1.885	0.060
Social Perception	27.48	5.73	27.21	5.37	0.769	0.442
Competence	28.15	5.75	28.03	5.19	0.364	0.716
Self-Clarity	19.65	4.77	18.73	4.84	3.039	<0.002**
Emotional Balance	19.41	4.97	18.88	4.97	1.692	0.091
Self-Drive	24.16	5.53	24.44	5.10	849	0.396
<b>Overall Self Esteem</b>	<b>142.70</b>	<b>28.75</b>	<b>140.47</b>	<b>25.96</b>	<b>1.291</b>	<b>0.197</b>

From the Table 4, it was observed that the Mean value of Overall Self Esteem of Boys and Girls were 142.70 and 140.47 respectively.

The t-values calculated for scores on the Overall Self Esteem and in its five factors with respect to Gender revealed that Boys and Girls was not differ significantly in the Overall

Self Esteem even at 0.05 level and in its five factors. Hence there is a significant difference in Self-Clarity factor at 1percent level, Boys are better compare to girls, and this may be because of shyness. Studies have revealed that adolescent girls have lower self-esteem and more negative assessments of their physical characteristics and intellectual abilities than boys have.

**Hypothesis.2. There is no significant difference among the dimensions of Self-Esteem of secondary school students.**

**Table.5.Summary of Result of Pearson Correlation Coefficient among the factors of Self-Esteem.**

<b>Factors of Self-Esteem</b>	Self-Perception	Social Perception	Competence	Self-Clarity	Emotional Balance	Self-Drive
Self-Perception	1.000	0.762**	0.648**	0.773**	0.727**	0.473**
Social Perception	-	1.000	0.749**	0.746**	0.748**	0.593**
Competence	-	-	1.000	0.691**	0.715**	0.710**
Self-Clarity	-	-	-	1.000	0.794**	0.590**
Emotional Balance	-	-	-	-	1.000	0.677**
Self-Drive	-	-	-	-	-	1.000

**Note:** \*\* Denotes significant at 1% level

The Pearson Correlation coefficient calculated between the six factors of Factors of Self-Esteem among the Higher Secondary School Students revealed that there was significant difference in the factors of Factors of Self-Esteem.

The Pearson Correlation coefficient between Self-Drive and Self-Perception is 0.473, which indicates 47.3 percentage, that means there is a moderate positive relationships between Self-Drive and Self-Perception.

The Pearson Correlation coefficient between Self-Perception and Social Perception is 0.652, which indicates 65.2 percentage, high positive relationships between Self-Perception and Social Perception. Similarly the other factors are positively correlated with each other.

**Hypothesis.3. There is no significant difference in the dimensions Self-Esteem and academic achievement of secondary school students.**

**Table.6. Summary of Result of Pearson Correlation Coefficient between the factors of Self-Esteem and academic achievement.**

<b>Factors of Self-Esteem</b>	<b>Academic Achievement in Percentage</b>
Self-Perception	0.431**
Social Perception	0.457**
Competence	0.526**
Self-Clarity	0.466**
Emotional Balance	0.497**
Self-Drive	0.490**
<b>Overall Self Esteem</b>	<b>0.554**</b>

**Note:** \*\* Denotes significant at 1% level

The Pearson correlation coefficient calculated between the six factors of Self-Esteem and Academic Achievement among the Higher Secondary School Students revealed that there is significant correlation in the factors of Self-Esteem and Academic Achievement.

The Pearson Correlation coefficient between Overall Self-Esteem and Academic Achievement is 0.554, which indicates 55.4 percentage, high positive relationships between Overall Self-Esteem and Academic Achievement and similarly Competence and Academic Achievement are positively correlated with each other.

The Pearson Correlation coefficient between Self-Perception and Academic Achievement is 0.431, which indicates 43.1 percentage, a moderate positive relationships between Self-Perception and Academic Achievement. Similarly the other factors are positively correlated with each other.

### **Conclusion**

The study has revealed that there was no significant difference in self-esteem with respect to Gender even at 0.05% level. Hence there was a significant difference in Self-Clarity factor at 1 percent level; Boys were better compared to girls.

The result also declared that all factors of self-esteem were highly correlated to each other except Self-Drive and Self-Perception found having moderate positive relationships.

The study also indicated that there was a high positive relationship between Overall Self-Esteem and Academic Achievement and similarly Competence and Academic Achievement, hence it also was found that there was a moderate positive relationship between

Self-Perception and Academic Achievement and similarly Social Perception, Competence, Self-Clarity, Emotional Balance and Self-Drive had a moderate positive relationship with Academic Achievement.

### **Implication of the Study**

Every scientific research study has some educational implications. The current survey study also has some important educational implications. The contribution of the present research is that it provides a light to teachers, parents, academicians and policy-makers to formulate such policies that help students to initiate such programmes and policies that will assist the process of learning and mastering challenges so that higher academic achievement could be achieved. They also should provide such type of environment which is suitable to enhance their self-esteem. The focus should be given to encourage them to practice the home work and try to remove their insecurity and choices also should be given to them to select stream or subject.

### **Suggestions for further Research**

It was a quantitative research so qualitative or experimental research should be conducted to get better result. This research was conducted at senior secondary level students of Bareilly district so it may be conducted at any other level of students and in any other part of the country.

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