



SELF ESTEEM AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

Self esteem is an overall subjective emotional evaluation of one's own value and worth. The present study explores the relationship between self esteem and academic achievement among higher secondary school students. Descriptive-correlational survey method is adopted for this study. The sample of 132 higher secondary school students were selected from the Malappuram Districts in Kerala through stratified random sampling. Self Esteem Inventory developed by S. Karunanidhi (1990) is used to assess the self esteem and academic achievement is assessed by the marks got in public examination. Mean, SD, t-test & correlation are employed to analyze the data. Findings show that there is significant correlation between self esteem and academic achievement among higher secondary school students. It is also found there significant difference in the self esteem academic achievement based on gender and education level of parents among higher secondary school students. It is also found that there is no significant difference in the self esteem and academic achievement among higher secondary school students based on stream of subjects and type of family. The study recommends to take proper provisions to enhance self esteem of student as which can accelerate their academic performances.

KEYWORDS: *Self esteem, academic achievement, higher secondary school students, self esteem needs.*

INTRODUCTION:

Self esteem is pivotal constituent of a balanced personality and key driver in happiness and satisfaction in the life. Self esteem greatly reflects overall subjective and emotional evaluation of our own worth by appreciating and estimating our own values in relation to ourselves. Abraham Maslow was pioneering psychologist to throw the light on self esteem as he identified self esteem as one of the pivotal constituents of human's need hierarchy system. Self-esteem is simply one's overall positive evaluation to the self (Rosenberg, 1990). Self-esteem can be defined as one's attitude towards oneself or one's opinion or evaluation of oneself which may be positive (favorable or high), neutral and negative (unfavorable or low) (Coleman, Dictionary of Psychology 2008, p 645). The pertinent dynamics of self esteem is the self concept that what we think about ourselves and values either positively or negatively by assessing the self (Smith & Mackie 2007). Self esteem is the degree to which an individual values and accepts the self (Schacter, Gilbert & Wegner 2012). The major two dimensions of self esteem are competence and worth. Competence refers to the degree to which an individual values themselves as capable and efficacious while worth as dynamics of self esteem refers the degree to which a person feels they are valuable. The important dimension of self esteem are global self esteem, moral and religious, family, social, body and physical appearance self esteem.

REVIEW OF RELATED STUDIES

Doodman ,Zadeh&Changizi (2017) studied the Relationship between Self-Esteem and Academic Achievement among High School Students. The study found that there is a significant relationship between self-esteem and academic achievement in high school students of Lamerd City. Alyami, M., et.al.(2017)studied the impact of self-esteem and some other variables on academic performance among psychology students in Saudi Arabia. The study showed that there is a significant but low correlation between academic performance and self-esteem.Bhagat (2016) studied relationship between self-esteem and academic achievement among secondary school students in Jammu District. The study found that a positive and significant correlation between positive-self males and the academic achievement. It is also revealed a positive and significant correlation between negative-self among females and their academic achievement. It is also found that there is positive but not statistically significant correlation between positive self among females with the academic achievement and positive but not statically significant correlation between negative self among males with academic achievement.Yosuf (2015) studied the relationship between self esteem, parenting style and social anxiety in girls. The study found that social anxiety has negatively correlated with self esteem and it is not statistically significant. Nikitha, Jose, &Valsaraj(2014) found that there is significant and positive but low correlation between academic stress and self esteem among secondary school students of Udupi district in Karnataka.Sheykhjan ,Jabari , &Rajeswari (2014) studied self-esteem and academic achievement among high school students. The study found that a significant and positive correlation between academic achievement among high school students. It is also found that there is no significant difference in the self-esteem of girl and boy students based on gender.Joshi&Srivasthava (2009) found significant correlation between self esteem and academic achievement of adolescence. It also showed that there is significant difference in the self esteem among adolescent boys and girls as adolescent boys have higher level self esteem than girls.

RATIONALE FOR THE STUDY

Abraham Maslow rightly pointed out that no person can grow psychologically and obtains self-actualization without the proper fulfillment of the self-esteem needs. Maslow holds the view that satisfaction of needs related to self esteem develops the feelings and attitudes of self-confidence, self-concept, self-worth and capacity and it generates the feeling of being useful and valuable in the society or world. The frustration of not satisfying these needs leads to the feelings and attitudes of ineptness, inferiority, passivity, emotional disturbance, and dependency. These behavioral consequences cause to the imbalances in the personality, lack of intrinsic motivation, a feel of futility or hopelessness in dealing with the demands of dynamics our which leads to a low evaluation of the self.The self esteem in higher secondary school students is very important as it is their prominent stage in development of social and emotional maturity. Studies revealed that there is positive relationship of self esteem with other variables such as happiness, academic performance, professional pleasure, work motivation, reduced anxiety and reduction etc. It is necessary to study the self esteem level of higher secondary school students in relation to their academic performance as the self esteem is pivotal in attaining the success of life.

OBJECTIVES OF THE STUDY

1. To find out the difference in the self esteemamonghigher secondary school students from humanities and science subject
2. To find out the difference in the self esteem among boys and girls higher secondary school students
3. To find out the difference in the self esteem among higher secondary school students with educated and non-educated parents
4. To find out the difference in the self esteem among higher secondary school students from nuclear and joint family
5. To find out the difference in the academic achievement among higher secondary school students from humanities and science subject

6. To find out the difference in the academic achievement among boys and girls higher secondary school students
7. To find out the difference in the academic achievement among higher secondary school students with educated and non-educated parents
8. find out the difference in the academic achievement among higher secondary school students from nuclear and joint family
9. To find out the correlation between self esteem and academic achievement among higher secondary school students

HYPOTHESES OF THE STUDY

1. There will not be significant difference in the self esteem among higher secondary school students from humanities and science subject
2. There will not be significant difference in the self esteem among boys and girls higher secondary school students
3. There will not be significant difference in the self esteem among higher secondary school students with educated and non-educated parents
4. There will not be significant difference in the self esteem among higher secondary school students from nuclear and joint family
5. There will not be significant difference in the academic achievement among higher secondary school students from humanities and science subject
6. There will not be significant the difference in the academic achievement among boys and girls higher secondary school students
7. There will not be significant difference in the academic achievement among higher secondary school students with educated and non-educated parents
8. There will not be significant difference in the academic achievement among higher secondary school students from nuclear and joint family
9. There will not be significant correlation between self esteem and academic achievement among higher secondary school students

METHODOLOGY OF THE STUDY

The design used for the study is a descriptive correlational survey method. The independent variable under the study is self esteem and the depended variable is academic achievement of higher secondary school students. The population of the study is higher secondary school students of Malappuram District in Kerala. The sample selected for the study is 132 higher secondary school students, taken as 62 boys and 70 girls through a stratified random sampling. The tool for data collection of self esteem is used Self Esteem Inventory developed by Dr.Skarunanidhi (1990) which has reported high level validity and reliability. The tool consisted 83 items from five dimensions which are global self esteem, moral self esteem, family self esteem, social self esteem, body and physical self esteem with one lie scale with 6 items. The academic achievement of higher secondary school students is assessed based on the score got in yearly examination. The statistical techniques used for the data collection are Mean, Standard Deviation, t test and coefficient of correlation.

ANALYSIS AND DISCUSSION**Table-1****Comparison of self esteem of higher secondary school students from humanities and science subjects**

Group	N	Mean	Standard Deviation	T-value	table value	Level of significance
Students from Humanities	64	277.35	11.48	1.42	1.98	Not Significant
Students from Science	68	274.57	10.96			

Table-1 shows that the mean and standard deviation of self esteem among higher secondary school students from humanities and science subjects are 277.35, 11.48 and 274.57, 10.96 respectively. The calculated t-value is 1.42 which is lesser than the table value at 0.05 level. There is no significant difference in self esteem among higher secondary school students from humanities and science subjects. Hence the null hypothesis which stated there is no significant difference in self esteem among higher secondary school students from humanities and science subjects is accepted

Table-2**Comparison of self esteem of boys and girls higher secondary school students**

Group	N	Mean	Standard Deviation	calculated CR	tabulated t value	Level of significance
Boys	62	278.27	12.57	2.29	1.98	Significant at 0.05
Girls	70	273.84	9.56			

Table-2 shows that the mean and standard deviation of self esteem among boys and girls higher secondary school students are 278.27, 12.57 and 273.84, 9.56 respectively. The calculated t-value is 2.29 which is greater than the table value at 0.05 level. It shows that there exists significant difference in self esteem among boys and girls higher secondary school students. Hence the null hypothesis which stated there is no significant difference in self esteem among boys and girls higher secondary school students is rejected.

Table-3**Comparison of self esteem of higher secondary school students with educated and non-educated parents**

Group	N	Mean	Standard Deviation	T value	table value	Level of significance
Students with educated parents	58	278.18	11.43	2.07	1.98	Significant at 0.05
Students with non-educated parents	74	274.14	10.87			

Table-3 shows that the mean and standard deviation of self esteem among higher secondary school students with educated and non-educated parents are 278.18, 11.43 and 274.14, 10.87 respectively. The calculated t-value is 2.07 which is greater than the table value at 0.05 level. It shows that there exists significant difference in self esteem among higher secondary school students with educated and non-

educated parents. Hence the null hypothesis which stated there is no significant difference in self esteem among higher secondary school students with educated and non-educated parents is rejected.

Table-4
Comparison of self esteem of higher secondary school students from nuclear and joint family

Group	N	Mean	Standard Deviation	T value	table value	Level of significance
Students from Nuclear family	54	277.79	11.39	1.61	1.98	Not significant
Students from Joint family	78	274.62	11.05			

Table-4 shows that the mean and standard deviation of self esteem among higher secondary school students from nuclear and joint family are 277.79, 11.39 and 274.62, 11.05 respectively. The calculated t-value is 1.61 which is lesser than the table value at 0.05 level. It shows that there is no significant difference in self esteem among higher secondary school students from nuclear and joint family. Hence the null hypothesis which stated there is no significant difference in self esteem among higher secondary school students with educated and non-educated parents is accepted.

Table-5
Comparison of academic achievement of higher secondary school students from humanities and science subjects

Group	N	Mean	Standard Deviation	T value	table value	Level of significance
Students from Humanities	64	71.47	8.45	0.84		
Students from Science	68	72.84	10.05			

Table-5 shows that the mean and standard deviation of academic achievement of higher secondary school students from humanities and science subjects are 71.47, 8.45 and 72.84, 10.05 respectively. The calculated t-value is 0.84 which is lesser than the table value at 0.05 level. It shows that there is no significant difference in academic achievement among higher secondary school students from humanities and science subjects. Hence the null hypothesis which stated there is no significant difference in academic achievement among higher secondary school students from humanities and science subjects is accepted.

Table-6
Comparison of academic achievement of boys and girls from higher secondary school students

Group	N	Mean	Standard Deviation	T value	table value	Level of significance
Boys	62	69.67	9.55	2.98	2.56	Significant at 0.01
Girls	70	74.32	8.39			

Table-6 shows that the mean and standard deviation of academic achievement of boys and girls higher secondary school students are 69.67, 9.55 and 74.32, 8.39 respectively. The calculated t-value is 2.98 which is greater than the table value at 0.01 level. It shows that there exists significant difference in academic achievement among boys and girls higher secondary school students. Hence the null hypothesis which stated there is no significant difference in academic achievement among boys and girls higher secondary school students is rejected.

Table-7
Comparison of academic achievement of higher secondary school students with educated and non-educated parents

Group	N	Mean	Standard Deviation	T value	table value	Level of significance
Students with educated parents	58	73.89	8.45	2.16	1.98	Significant at 0.05
Students with Non-educated parents	74	70.59	8.88			

Table-7 shows that the mean and standard deviation of academic achievement of higher secondary school students with educated and non-educated parents are 73.89, 8.45 and 70.59, 8.88 respectively. The calculated t-value is 2.16 which is greater than the table value at 0.05 level. It shows that there exists significant difference in academic achievement among secondary school students with educated and non-educated parents. Hence the null hypothesis which stated there is no significant difference in academic achievement among higher secondary school students with educated and non-educated parents is accepted.

Table-8
Comparison of academic achievement secondary school students from nuclear and joint family

Group	N	Mean	Standard Deviation	T value	table value	Level of significance
Students from nuclear family	54	73.33	9.27	1.24	1.98	Not significant
Students from joint family	78	71.30	9.20			

Table-8 shows that the mean and standard deviation of academic achievement of higher secondary school students from nuclear and joint family are 73.33, 9.27 and 71.30, 9.20 respectively. The calculated t-value is 1.24 which is lesser than the table value at 0.05 level. It shows that there is no significant difference in academic achievement among secondary school students from nuclear and joint family. Hence the null hypothesis which stated there is no significant difference in academic achievement among higher secondary school students from nuclear and joint family is accepted.

Table-9
Correlation between self esteem and academic achievement of higher secondary school students

Variables	N	r value	level of significance
Self esteem	120	0.42	0.01
Academic achievement			

Table-9 shows that the correlation between self-esteem and academic achievement among higher secondary school students is 0.46. Though the correlation is not strong it is positive and significant at 0.01 level.

DISCUSSION

The study depicts that there is a correlation between self-esteem and academic achievement among higher secondary school students. The correlation is positive and statically significant yet though it is not strong. The result of the study is consistant with the tudies of Doodman , Zadeh&Changizi (2017), Bhagat (2016), Sheykhjan , Jabari , &Rajeswari (2014), Joshi &Srivasthava (2009),Mohammad Aryana (2010), Fathi-Ashtiani,. Ejei, Khodapanahi,.&. Tarkhorani, (2007). Elliot & McGregor (2001), Elliot & McGregor (1999); Harackiewicz, Barron, Tauer, Carter& Elliot (2000). The study found that there is significant difference in the self-esteem among boys and girls higher secondary school as the self esteem of boys are higher than their girls counterpart. The result is consistent with the studies ofBleidorn et.al. (2016), Gebauer, Wagner, Sedikides, &Neberich, 2013; Wojciszke, Baryla, Parzuchowski, Szymkow, & Abele, 2011), Joshi &Srivasthava (2009). It is also found significant difference among students with educated and non-educated parents as the self-esteem students with educated parents is higher than the students with non-educated parents. The result is consistent with the studies of Raymore, Godbey, & Crawford, (1994), Bachman, O'Malley, Freedman-Doan, Trzesniewski, &Donnellan, (2011), Sahin1, Barut ,&Ersanli (2013). The study found no significant difference in self esteem based on stream of subject and types of family.The significant difference was found in academic achievement among boys and girls and students with educated and non-educated parents among higher secondary students.The findings of the studyrelated to difference in academic achievement is consistent with the studies of Chukwudi, Boniface, Ben & Victoria (2017), Khan, Iqbal, &Tasneem (2015), Ghazvinia, & , Khajehpoura, (2011), Saila, &Chamundeswari (2014).

CONCLUSION

Self esteem is an important psychological constituent of self mechanism and it has an impact on academic achievement of students. It should be paramount in teaching and learning practices that to give a substantial preference to the self and the strategies for enhancing progressive self. The leaners should be trained to evaluate their self positively as it can boost their self-concept and confidence which leads to happiness and academic engagements. The curriculum, schools, teachersand parents should ensure proper provisions to boost the self-esteem of in student as insufficient self esteem will lead to various types of anxiety and depression. Self esteem can effectively strengthen and develop robust personality in students and can be judged themselves in the society as valuable which reduces their inferiority complex and that lead to higher achievement academically and non-academically.

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