# SELF-ESTEEM IN RELATION TO ACADEMIC ACHIEVEMENT

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### ABSTRACT :

*Realization of self-image is vital to everyone who aware about problems related to their livelihood and having positive self-image that helps to construct different traits of personality. High self-esteem help individuals to view themselves as active and capable persons in promoting changes through effort and set higher goals which causes learning new things and achieve a lot. So self-esteem and academic achievement are highly interrelated with students' performance in various spheres. The present study highlights the influence of personal variables on self-esteem and academic achievement of higher secondary students. The objective was to find out the difference in Self-Esteem and Academic achievement of XI standard students owing to Gender, Medium of Instruction and Type of Schools. Total sample comprised of 420 students for survey method. Tools used were Rosenberg's Self-Esteem scale and annual examination marks of previous class were considered as academic achievement scores. The result showed that there is a significant difference existed between Self-Esteem and Academic achievement of XI standard students owing to Medium of Instruction and Type of Schools. Hence it can be concluded that self-esteem should be enhanced among students through positive reinforcement to gain higher achievement.*

***KEY WORDS:-*** *Academic Achievement, Gender, Medium of Instruction, Self-Esteem and Type of Schools.*

## INTRODUCTION

In this digital world certain factors need to be considered to handle social, economic and psychological issues.Researchers in this field contributed the best results showed positive relationship between self-esteem and academic achievement.Self-esteem is a positive psychological factor in which individuals can make subjective evaluation of their strength and weakness.Self-esteem implies an awareness of one's value system and self-judgment. Rosenberg (1965) defined that self-esteem is one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself. According to Coppersmith S.A(1967) "Self-esteem is a set of attitudes and beliefsthat a person brings with him or herself when facing the world". Construction of knowledge and skills are highly depends on one's self-esteem which promotes right attitudes towards right things. One's active performance in various domains shows high self-esteem. Hence the association between self-esteem and academic performance is vital. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks and educational goals set by students and teachers to be achieved over a specific period of time.Academic achievement is one of the major factors for students considered by business administrators and employers for ensuring job opportunities.

### 1.1 Factors affecting Self-Esteem and Academic Achievement

Self-esteem of an individual has been affected by multiple factors namely repeated negative evaluation makes children to be slow in learning process. Hard criticism damages the self-worth and self-confidence. To avoid negative factors the greater the involvement of parents and teachers with their children, the higher will be the levels of self-esteem.

The students' academic performance depends on a number factors such as lack of interest in learning, absenteeism, health problems, peer group, family income, mother's and father's educational qualification, teacher-student ratio, presence of trained teacher in schooland distance of schools. Conducive classroom climate and responsibility will help to eliminate hurdles in teaching and learning environment.

**1.2 Enhancing Self-esteem for Academic achievement**

Self- Esteem may be positive or negative as well as low or high but it comes from oneself. Self-Esteem depends on emotional and psychological factors that need to be supportive building blocks for students at school and higher education. Self-Esteem is vital to enhance mental hygiene and well being which helps to reduce negative factors and promotes positive conditions necessary to achieve higher scores. Having positive self-esteem is a desirable effect by which students are able to minimize their depression, anxiety, fear and frustration and facilitate the mental activities for greater accomplishments. In addition students with high self-esteem have to be motivated to take care of their cognitive development which stimulates to achieve educational goals and objectives. Further effective communication and healthy family environment is a positive sign of self-esteem to ensure mental wellness among students that promotes higher academic performance.

## NEED AND SIGNIFICANCE OF THE STUDY

In teaching and learning environment high self-esteem reflects in greater academic performance or academic achievement of students at various levels. In order to measure high self-esteem among adolescent students the following question should be answered. Why Self-esteem is importance for academic achievement of students at adolescence stage? Because it stimulates positive attitudes and behaviors among adolescent who encounters their challenges and stress effortlessly by which they can improve their academic achievement. Moreover the role of personal variables is also significant to enhance high self-esteem and academic achievement. Hence the investigator tried to find any significant difference due to personal variables on self-esteem and academic achievement.

## REVIEW OF RELATED LITERATURE

Burke, Hunt and Bickford (1985) found that college students with high self-esteemexpect good results on academic examinations.Besides Joshi, S. and Srivastava (2009) explored a study on "self-esteem and academic achievement of 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.FurthermoreBhattacharjee, A. (2011) conducted a study on "impact of gender and community on locus ofcontrol and self-esteem among undergraduate students." Findings revealed that significantimpact of gender and community on locus of control and self-esteem of the studysubjects which further showed that male students were more internally oriented andthey possessed high self-esteem in comparison to female students. Vishalakshi K. K and Dr. K. Yeshodhara (2012) carried out a study on Relationship Between Self-Esteem and Academic Achievement of Secondary School Students. Results revealed positive relationship between Self-Esteem and Academic Achievement of Students and Self-Esteem of English Medium students of standard Ix is higher than that of kannada Medium students.

## STATEMENT OF THE PROBLEM

"A Study on Self-Esteem In Relation To Academic Achievement of XI Standard Students".

## OPERATIONAL DEFINITIONS

**5.1 Self-Esteem**

Self-Esteem is belief and confidence of one's own ability and values. In the present studyRosenberg's Self-Esteem Scale (1965) was used to find the influence of self-esteem among students.

**5.2 Academic Achievement**

Academic performance is the measurement of student achievement across various academic subjects. XI standard students' annual examination marks from previous class were considered as achievement scores for the present study.

1. **Research question**

    Is there any significant difference in Self-Esteem andAcademic Achievement of XI standard students owing to Gender, Medium of Instruction and Type of Schools?

2. **Objective of the study**

    To find out the significant difference in Self-Esteem and Academic Achievement of XI standard students owing to Gender, Medium of Instruction and Type of Schools.

3. **Hypothesis**

    There is no significant difference in Self-Esteem and Academic Achievement of XI standard students owing to Gender, Medium of Instruction and Type of Schools.

## METHODOLOGY

**9.1 Sample**

The sample consisted of 420 XI standard students from Chennai district for survey study.

**9.2 Tools used for this study**

➢ Rosenberg's Self-Esteem Scale (1965) is a standardized tool and its reliability is 0.77.

➢ Annual examination marks of previous class were considered as academic achievement scores of chosen sample.

**9.3 Statistical performance**

Differential Analysis used to verify the framed hypothesis.

## DATA ANALYSIS AND INTERPRETATION
### Table – 1 showing frequency of Personal Variables

| S.No | Variables | | Frequency | Percentage |
|---|---|---|---|---|
| **1.** | Gender | Male | 210 | 50.0 |
| | | Female | 210 | 50.0 |
| 2. | Mediumof Instruction | Tamil | 140 | 33.3 |
| | | English | 280 | 66.7 |
| 3. | Type of Schools | Government | 160 | 38.1 |
| | | Govt. Aided | 120 | 28.6 |
| | | Private | 140 | 33.3 |

Table 1 that shows the frequency of chosen personal variables namely gender, medium of instruction and type of schools. 210 male and female students assigned equally where as 140 students from Tamil medium and 280 students from English medium. In addition to 160, 120 and 140 students selected from Government, Aided and Private schools respectively.

### Table – 2 showing the critical ratio of Gender on Self-esteem and Academic Achievement

| S.No | Variables | Gender | N | Mean | SD | t-value | Sig. |
|---|---|---|---|---|---|---|---|
| 1. | Self-Esteem | Male | 210 | 18.57 | 3.568 | 1.955 | 0.051 |
| | | Female | 210 | 19.30 | 4.100 | | |
| 2. | Academic Achievement | Male | 210 | 331.15 | 58.469 | 4.164 | 0.000 |
| | | Female | 210 | 356.43 | 65.744 | | |

From the above table, it shows that there is a significant difference in Academic achievement due to gender where t-value is 4.164 (p<0.01). Female students secured higher level of academic achievement than male students. For self-esteem there is no significant difference existed due to gender.

**Table – 3 showing the critical ratio of Medium of Instruction on Self-esteem and Academic Achievement**

| S.No | Variables | Medium of Instruction | N | Mean | SD | t-value | Sig. |
|---|---|---|---|---|---|---|---|
| 1. | Self-Esteem | Tamil | 140 | 19.96 | 4.027 | 3.775 | 0.000 |
|  |  | English | 280 | 18.43 | 3.670 |  |  |
| 2. | Academic Achievement | Tamil | 140 | 319.97 | 62.058 | 5.601 | 0.000 |
|  |  | English | 280 | 355.70 | 60.773 |  |  |

From the above table, it shows that there is a significant difference in Self-Esteem and Academic Achievement due to medium of instruction where t-values are 3.775 (p<0.01) and 5.601 (p<0.01). Here inside Tamil medium students have higher level of self-esteem than English medium students. Similarly English medium pupils from XI standard are found to be higher in academic achievement.

**Table – 4 One Way ANOVA showing the differences in Self-Esteem and Academic Achievement due to Type of Schools**

| S.No | Variables |  | Sum of Squares | DF | F- Value | Sig. |
|---|---|---|---|---|---|---|
| 1. | Self-Esteem | Between Groups | 797.406 | 2 | 30.602 | 0.000 |
|  |  | Within Groups | 5432.985 | 417 |  |  |
|  |  | Total | 6230.390 | 419 |  |  |
| 2. | Academic Achievement | Between Groups | 44363.115 | 2 | 5.638 | 0.004 |
|  |  | Within Groups | 1640571.863 | 417 |  |  |
|  |  | Total | 1684934.979 | 419 |  |  |

There is a significant difference in Self-Esteem and Academic Achievement of XI standard students from different type of schools. Since 'F' value is significant at 0.05 level for these two variables, multiple comparisons were done using post-HOC tests and the results are presented in the following table.

**Table – 4.1 Multiple Comparisons - POST HOC Tests for Type of Schools**

| Variables | Type of Schools | Mean Difference | SE | Sig. |
|---|---|---|---|---|
| Self-Esteem | Govt. versus Private | 3.093[*] | 0.418 | 0.000 |
|  | Aided versus Private | 2.635[*] | 0.449 |  |
| Academic Achievement | Govt. versus Aided | -25.246[*] | 7.575 | 0.003 |

The students from Private schools have high level of Self-Esteem than the students from Aided and Government schools. In academic achievement, students from aided schools performed better than Government and Private schools students.

## MAJOR FINDINGS AND DISCUSSION

- ➤ There is a significant difference in Academic Achievement due to gender. Female students secured higher level of academic achievement in comparison to male students. There is no significant difference existed in Self-Esteem of XI standard students due to gender. The

result of present study on Self-Esteem with Gender was contradicted with Joshi, S. and Srivastava (2009) who found Boys would score significant higher on self-esteem as compared to girls. Similarly the present research result was agreed in academic achievement with Gender of female students.

- There is a significant difference in Self-Esteem and Academic Achievement due to medium of instruction. Tamil medium students have higher level of self-esteem than English medium students. Similarly English medium students from XI standard were found to be higher in academic achievement in comparison to Tamil medium students. The result agreed with Vishalakshi K. K and Dr. K. Yeshodhara (2012) who contributed a significant difference in Self-Esteem and Academic achievement due to medium of instruction.
- There is a significant difference in Self-Esteem and Academic Achievement of XI standard students from different type of schools. Among Government, Aided and Private schools, Private school students have high level of Self-Esteem than the students from Aided and Government schools. In academic achievement, students from aided schools performed better than Government and Private schools students respectively.

## EDUCATIONAL IMPLICATIONS

Each student is unique who differ in gaining knowledge, skills and performance at various levels. Adopting positive psychological factors are important for students to gain higher achievement. In teaching and learning environment the role of teacher is vital to bring high self-esteem among students. Equality, acceptance, tolerance, sense of responsibility, encouragement, motivation, positive reinforcement, beneficial criticismand teach how to cope with mistakes and failure are essential strategies should be ensured in the classroom by the teacher. Moreover students should identify their self-image for own reflection. Students at varied levels must promote their self-management skills and self-discipline which help them to make sure academic achievement. Besides promoting co- curricular and extracurricular activities in teaching and learning environment increases behavioral management skills. Mother tongue learning and opportunities for all students should be encouraged form the beginning classes. Learner centered education ought to be adopted in entire schools which stimulates positive attitudes and interests among students to perform well in academic process.

## LIMITATIONS OF THE STUDY

- The sample for the present study limited of 420 XI standard students.
- Only three personal variables used to find the differences among the chosen variables.
- This present study restricted to only Government, Aided and Private school students.
- This present study restricted only in Chennai District.

## SUGGESTIONS FOR FURTHER STUDY

- The present study was conducted for XI standard students alone and can be extended to UG and PG students.
- This study has been done in Chennai district; similar study can be done comparing different districts and cities.
- The present study was conducted with a sample of 420 students. The same study can be conducted with a large sample and in different states.
- The present survey study can be conducted by Experimental research designs.

## CONCLUSION

The result of present study contributed that significant differences existed between self- esteem and academic achievement based on gender, medium of instruction and type of schools. Helping students to develop positive self-esteem is possible for teachers, parents and higher authorities. The student need to explore with activity based curriculum and transformed into their living environment which

will be needful for successful career development. Self-esteem is a lifelong necessity value that can be easily enhanced by positive factors.

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