

# RELATIONSHIP BETWEEN SELF ESTEEM AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

**\*Kamala. S**

*Ph. D Research scholar  
Department of Education  
Manonmaniam Sundaranar University  
Tirunelveli, Tamilnadu*

**&**

**\*\*Dr.R.Selvaraju**

*Assistant Professor (Stage III)  
Department of Education, DD &CE  
Manonmaniam Sundaranar University  
Tirunelveli, Tamilnadu*

## **ABSTRACT**

*This study is intended to find out the relationship between self esteem and academic achievement of higher secondary students with regard to the gender. Survey method is used for the study. The sample selected for the present study consists of 626 higher secondary students in hosur studying in Government, Government Aided and Private Schools using simple random Sampling Method. Rosenberg scale of self esteem and the percentage of marks scored by the sample students in their half yearly examination has been taken as the academic achievement score for this study. The data collected is analyzed using 't' test and Pearson's product moment co-efficient statistical techniques. Findings show that there is no significant relationship between Self esteem and Academic achievement of higher secondary students.*

**Key Words:** Self Esteem, Academic Achievement, Higher Secondary Students, Relationship and Gender.

## **Introduction**

Self Esteem is a way one feels about self, including the degree to which one possesses self-respect and self-acceptance. Self-esteem is affected by a variety of influence ranging from formative childhood experiences in relation to our parents to our own standards or ideal self. Jouard Landsman suggests that a person's self-concept comprises of all the beliefs he has about himself. Characteristics of self-esteem include varying levels of confidence, attitudes towards the future, and the general health of relationships with other people.

Academic achievement refers to the degree or level of success or proficiency attained in some specific scholastic or academic work. It is measured and assessed by achievement tests and compared to the set norms to evaluate an individual performance.

Studies say that there exists a significant difference in the degree of scholastic achievement between students with high self esteem and those with poor or low self esteem. Children and adolescents who lack self-esteem may be more dependent on their parents and have lower academic and vocational goals.

### Significance of the Study

When we look at the ancient education system of India, the Gurukula method, the Guru looks and takes care of every aspect of his student's holistic development. Even three decades back, the schools conducted Moral instructions classes that taught children to develop their self esteem and other skills they require to face the challenges of the world. Currently, schools have become the places to transfer information, knowledge and technical skills rather than imparting the self esteem and the core life skills that are essential for the holistic development of the child. In fact, if we analyze the success of any academically excellent person, it is his /her self esteem and the life skills which has given him the strength to become good in his/her studies. Intellectual skill develops better when self esteem, social and emotional skills are well developed.

The Carnegie council of adolescent development (1989) estimated that about one quarter of the adolescent population is at risk of academic failure and other problem behaviors, with another quarter considered 'moderately' at risk. School failure and unemployment or underemployments are among the most serious problems. They have identified numerous factors that are associated with academic success or failure. A high self esteem is one of the contributors for Academic achievement and success. Hence, the investigator has taken to research the relationship between self esteem and the Academic achievement of the adolescents.

### Review of Literature

**Gouveia-Pereira M. & Amaral V (2010) conducted a study on Self-esteem and Academic Achievement among Adolescents.**

The results show that there are significant differences between the self-esteem enjoyed by successful and unsuccessful students in the seventh grade; such differences disappear in the eighth and ninth grades. They also reveal success-related differences in specific self-evaluation. It is also found that students with low levels of self esteem attribute less importance to school-related areas and reveal less favorable attitudes towards school.

**Hooman Rahimi & Behzad Karami Matin (2018) conducted a study on Self-Esteem and Academic Achievement among Students of Kermanshah University of Medical Science**

The findings are (i) MD students had higher self-esteem ( $P < 0.017$ ). (ii) There was a significant relationship between mother's education level and self-esteem ( $P < 0.001$ ). (iii) Self-esteem was significantly correlated with academic achievement ( $r = 0.292$ ). The researchers concluded that it appears that planning psychological interventions to increase levels of self-esteem may be useful in promoting academic achievement.

**Begum, Sirajun Nahar (2016) conducted a study on Self Esteem, Emotional Intelligence and Academic Achievement of Secondary school students.**

The conclusion was that there are sharp disparities between students of different self-esteem levels, emotional intelligence levels that were seen in their academic achievement also. Self-Esteem is strongly associated with happiness, confidence and a moderate relationship with Academic Achievement. Self-Esteem can predict grades and school achievement.

**Sam Sanandaraj H & Immanuel Thomas (1986) conducted on Certain correlates of self-esteem: a factor study**

The study showed in general that cognitive potentiality, faith in one's own abilities and a positive attitude towards oneself and towards others are variables which go together. The attainment of a favorable attitude towards oneself is considered to be an important prerequisite in one's personal satisfaction and effective functioning. The construct of self-esteem has been invoked to explain a wide variety of behavioral phenomena including personal and social adjustment.

### Objectives of the Study

1. To find out the level of Self-esteem and the Academic achievement of higher secondary students.
2. To find out the significant relationship between male and female higher secondary students in their Self esteem and the academic achievement.
3. To find out the significant relationship between Self esteem and the academic achievement of higher secondary students.

### Null hypothesis

1. There is no significant difference between male and female higher secondary students in their self esteem.
2. There is no significant difference between male and female higher secondary students in Academic achievement.
3. There is no significant relationship between self esteem and the academic achievement of higher secondary students.

### Delimitations

1. The present study is limited to Hosur Taluk of Krishnagiri district in Tamilnadu.
2. The study is delimited to students of higher secondary school students.
3. The sample is restricted to 626 higher secondary students.

### Methodology, Population and the Sample

Survey method used for the study. The sample selected for the present study consists of 626 higher secondary students studying in Government, Government Aided and Private Schools of Hosur using simple random Sampling Method.

### Tools Used

1. To measure the self esteem of the higher secondary students, the investigator had used Rosenberg Self Esteem Scale developed by Rosenberg (1965).
2. Marks scored in their half yearly examination (2018 -19) were taken as scores of Academic achievement.

## DATA ANALYSIS AND INTERPRETATIONS

**Table - 1**

**Level of Self Esteem and academic achievement of higher secondary students**

Variable	Low		Average		High	
	N	%	N	%	N	%
Self Esteem	67	10.7	476	76.0	83	13.3
Academic achievement	104	16.6	422	67.4	100	16

From the above table, it is inferred that the level of Self Esteem of higher secondary students is 13.3 % high, 76.0 % of them have average level and 10.7 % of them have low level in their Self Esteem. It could also be inferred that 16.6% of higher secondary students have low academic achievement, 67.4% of them have average level and 16% of them have high level of academic achievement.

### Null Hypothesis 1

There is no significant difference between male and female higher secondary students in their Self Esteem.

**Table - 2**

**Difference between male and female higher secondary students in their Self Esteem**

Variable	Gender	N	Mean	SD	Calculated 't' value	Remarks
Self Esteem	Male	298	29.69	3.689	1.895	NS
	Female	328	30.22	3.289		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female higher secondary students in their Self Esteem.

### Null Hypothesis 2

**Table - 3**  
**Difference between male and female higher secondary students in their Academic Achievement.**

Variable	Gender	N	Mean	SD	Calculated 't' value	Remarks
Academic Achievement.	Male	298	340.06	82.409	6.527	S
	Female	328	380.96	73.510		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between male and female higher secondary students in their Academic Achievement.

### Null Hypothesis 3

**Table – 5**  
**Relationship between self esteem and academic achievement of higher secondary students**

Variables	Calculated 'r' value	Remark at 5% level.
Self esteem Vs Academic achievement	0.026	NS

(At 5% level of significance the table value of 'r' is 0.087)

It is inferred from the above table that there is no significant relationship between self esteem and Academic achievement of higher secondary students.

## Findings

This study is examined to find the level of self esteem and academic achievement of higher secondary students, the relationship between these two with regard to gender and the relationship between self esteem and academic achievement of higher secondary students. The analysis revealed that

1. In general, the self esteem and academic achievement of higher secondary students is at moderate level
2. There is no significant difference between male and female higher secondary students in their self esteem.
3. There is significant difference between male and female higher secondary students in their Academic achievement.
4. There is no significant relationship between self esteem and Academic achievement of higher secondary students.

## Suggestions

Though the analysis report says that there is no significant relationship between self esteem and academic achievement of higher secondary students we have to consider the following points however small percentage they show.

1. The low percentage of self esteem indicates the reason for the poor academic performance.
2. The self esteem of female students is low when compared to that of male students.
3. The Academic achievement of male students is low when compared to that of female students.

## Recommendations

1. Counsellors can be appointed by the school Management to help the students understand the connection between the right self esteem and the academic goals.
2. The Educational institutions can conduct regular interactive classes to help the students to improve their self esteem.
3. Nearby self finance schools and Government schools can collaboratively work. They can invite Motivation speakers to address the students to help them set reasonable goals and how to achieve them.

## References

1. Baumeister, R. F. 1993. Self-esteem: The puzzle of low self-regard. *New York: Plenum.*
2. Branden, Nathaniel (1990) *How to improve your self-esteem (original 1987). Editions Paidós Ibérica.*
3. Kernis, M. H. 2006. Self-esteem issues and answers: A source book of current perspectives. *New York: Psychology Press.*
4. Leary, M. R., and J. P. Tangney. 2012. Handbook of self and identity. 2d Ed. *New York: Guilford*  
*Zeigler-Hill, V. 2013. Self-esteem. London: Psychology Press.*