Relationship between Self-esteem and Academic Achievement of Secondary School Students

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Abstract:
The study was conducted with the purpose to see the Relationship between Self- Esteem and Academic Achievement of Secondary school students. A sample consisted of 400 secondary school students of 9th class studying in government and private schools of Jammu District were taken for present study. Self-Esteem Inventory prepared by M.S. Prasad and G.P. Thakur (1977) was used to collect data. Total marks obtained by particular student in the previous examination were taken as academic achievement of students. The collected data was analyzed with the help of Pearson product moment correlation (r). The results of the study showed 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.

Keywords: Self-esteem, Academic achievement, Secondary school students.

1. Introduction

Self- esteem refers to the subjective judgment that every person makes of his ability to face life's challenges, to understand and solve problems, and his right to achieve happiness, and be given respect. Self-esteem is an important influential predictor of various outcomes, such as academic achievement and behaviour. According to Branden (1987), self-esteem is the sum of self-confidence and self respect. Subjective experiences in a person's life are chief contributors in self-esteem development. The good and bad life experiences create attitudes toward the self which can be favorable and develop positive feelings of self-worth; otherwise same can be unfavorable and develop negative feelings of self-worth. In the initial years of a child's life, parents cause the most significant influence on the self-esteem and remain the chief source of positive and/or negative experiences a child will have. Low self-esteem in adolescence and young adulthood is a risk factor for negative outcomes in important life domains.

Academic achievement is important for children as well as adolescents. Ours is an age of competition. In our rapidly changing society and world, with the advancement of science and technology, the people have become educational minded. Every parent sets high goals for their children. At every step in life, academic record speaks for individual. At the time of admission, for entrance to a job, for scholarship and for further studies, good academic result is the only recommendation.

1.1. Self-Esteem

Self esteem is how we value our selves; it is how we perceive our value to the world, and how valuable we think we are to the others. Self esteem affects our trust in others, our relationships, our work, nearly every part of our lives. Positive self esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes, without the fear of being rejected. Negative self esteem gives felling of unworthiness, incapability, and incompetency.

The term self esteem is one of the oldest concepts in the field of psychology. The term was coined by American Psychologist and Philosopher W. James in 1890. Self esteem is usually defined as a personal judgment of worth living along a dimension with positive and negative ends. It is also widely assumed that self esteem functions as a trait that is not stable across time within individuals. In psychology self esteem or self worth includes a person's subjective appraisal of himself or herself as intrinsically positive or negative to some degree that may become more positive or negative as a person encounters successes or failures in daily life. Synonyms of self esteem include self worth, self regard, self respect, and self integrity.

Self-esteem is a person's inner appreciation or assessment of him or herself. It matters because people who do not value themselves - who have low self-esteem – treat themselves and others badly. Thus low self-esteem can be seen as a major factor in abuse, addiction, crime, depression, loneliness, low educational achievement, mental illness and unhappiness. People high in self-esteem are often creative, joyful, fun to be with and productive.'

Self-esteem is confidence in yourself and a belief in your qualities and abilities (Cambridge Advanced Dictionary 2004). Self esteem is a set of attitudes and beliefs that a person brings with him or her when facing the world.

The "self" part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. The "esteem" part of self-esteem describes the value and worth that one gives oneself. Simplistically self-esteem is the acceptance of us for whom and what we are at any given time in our lives. It is our self-evaluation and our sense of self-worth

Self-esteem is a positive or negative orientation toward oneself; an overall evaluation of one's worth or value. People are motivated to have high self-esteem, and having it indicates positive self-regard, not egotism. Self-esteem is only one component of the self-concept, which Rosenberg defines as "totality of the individual's thoughts and feelings with reference to himself as an object." Besides self-esteem, self-efficacy or mastery, and self-identities are important parts of the self-concept.

1.2. Academic Achievement

The term academic achievement refers to the acquisition of all the behavioral changes associated with cognitive, affective and psychomotor domains. But in the context of school situation, it refers to the achievement made by the pupils in their subjects of study. It is the behaviour pattern of the students' changes. Learning affects three major areas of behaviour of the students (i) cognitive (intellectual development, recall and recognition), (ii) affective (self-concept and personal growth) and (iii) psycho-motor (developing of muscular skills). He says that all these three levels are not affected in equal measure at a time, means a student may be at a higher level in one domain and lower in another.

Achievement encompass student ability and performance; it is multi-dimensional; it is intricately related to human growth and cognitive, emotional, social and physical development; it reflects the whole child; it is not related to single instance but occurs across time and levels, through a students' life in school and on into post secondary years and working life' (Steinberger 1993). Thus achievement refers to knowledge and skills gained from experience, an achieved level of expertise or performance in a specific domain.

2. Review of Related Literature

Related studies help in acquiring information about the studies done in the field. A survey of related literature is an essential aspect of a research project, "Practical all human knowledge can be found in books and libraries unlike other animals that must start a new with each generations recorded knowledge of the past."The knowledge of related literature enable us to know the means of getting to the frontier in the field of our problems until we have learnt what others have done in our area, we cannot develop a research project that will contribute to furthering knowledge in this field. It is through that a review of related literature would develop an insight and interest of investigator.

Srivastava (1981) studied the effects of self-esteem and academic performance on alienation among students in an Indian educational environment and results revealed a significant main effect of self-esteem and an interaction effect of self-esteem and academic performance. Demo and Parker (1987) studied academic achievement and self-esteem among black and white college students and found that self-esteem scores of blacks and whites were not significantly different, despite blacks having significantly lower grade point averages than whites. The relationship between grade point average and self-esteem, however, was negligible among blacks and among white males, suggesting that academic achievement is not critical to the self-concept of college students. Sebastian (1997) studied parental pressure for achievement in school and its influence on children's academic interest, actual academic achievement, self-esteem and creativity and results found that pressure reported by parents as well as that perceived by children are associated negatively with academic achievement, self-esteem, and creativity. Academic achievement, self-esteem, and creativity show significant positive associations with socio-economic status of the families. Singh (2005) studied self-esteem and academic achievement and concluded that the relationship between self-esteem and academic achievement is bidirectional; causation flows in both directions. Self-esteem and academic achievement directly influence each other. Wilma et al. (2005) conducted study on the relationship between self-esteem and academic achievement in high ability students: Evidence from the Wollongong Youth Study and results of the study were: The self-esteem measure yielded a mean of 0.745 for the gifted group and of 0.781 for the non-gifted group, which was not statistically significant. Hall (2007) studied the relationship between academic achievement, academic performance and self-esteem of high school juniors at a public high school in central Florida. A significant relationship was found between academic achievement and performance and self-esteem. Pullmann and Allik (2008) studied relations of academic and general self-esteem to school achievement and results reveals that self-reported academic self-esteem is a strong and accurate predictor of school achievement, additionally rather low, not high, general self-esteem is a significant predictor of superior school performance when academic self-esteem and multicollinearity is controlled for. Chauhan (2009) studied relationship between academic self-esteem and educational achievement of visually impaired: Suggestion for Inclusion. Results and Discussion showed that high academic self -esteem helps in increasing educational achievement or vice versa. Joshi and Srivastava (2009) studied self-esteem and academic achievement of adolescents and the findings 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. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement. Whitesell et al. (2009) conducted a longitudinal study of self-esteem, cultural identity, and academic success among American Indian adolescents and found that the relationship between self-esteem and success were mediated by personal resources and problem behaviors. Alves-Martins et al. (2010) studied self-esteem and academic achievement among adolescents and

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. Ulrich (2010) studied relationship between self-esteem and academic achievement and concluded that Self-esteem and academic. Rahmani (2011) studied relationship between self-esteem, achievement goals and academic achievement among the primary school students and results of research showed that self-esteem, goal orientation components (mastery, approach performance and avoidance performance) and academic achievement are correlated. Colquhoun and Bourne (2012) studied self-esteem and academic performance of 4th graders in two elementary schools in Kingston and St. Andrew, Jamaica. There is a positive correlation between self-esteem and academic performance. Okoko & Odingo (2012) conducted study on self esteem and academic performance of students in public secondary schools in Nidhiwa district, Kenya. The findings of the study have revealed that (1) Students who perform well in academic tasks as well as co curricular activities have high self esteem (2) Age has an effect on self esteem and academic performance (3) Gender has an effect on self esteem and academic performance (4) Teachers have an effect on students self esteem and academic performance. Vishalakshi and Yeshodhara (2012) in their work on relationship between self-esteem and academic achievement of secondary school students and results revealed positive relationship between self-esteem and academic achievement of students. Jain and Dixit (2014) studied Self Esteem: A Gender Based Comparison and the Causal Factors Reducing It among Indian Youth and the findings revealed that there was no significant gender difference in the self esteem levels of the participants.

2.1. Significance
Self-esteem is the self-worth or self-image, the global evaluative dimension of one's personality. It is related to a number of life factors. Healthy self-esteem is related to experiencing school success, feeling happy and satisfied, making healthy lifestyle choices, having rewarding relationships, and demonstrating effective coping skills. Low self-esteem is related to several physical and mental health disorders such as eating disorders, depression, and anxiety. In addition, low self esteem may result from interpersonal problems, loneliness, gang membership, obesity, suicidal tendencies, and teen pregnancy. Academic achievement is one of the important goals of education. It is an important factor in life as it is the basis for ambition and progress. Studies have also shown that academic achievement is also directly influenced by level of self esteem. It is supported by Singh (2005) studied Self-Esteem and Academic Achievement and concluded that the relationship between self-esteem and academic achievement is bidirectional; causation flows in both directions. Self-esteem and academic achievement directly influence each other Pullmann et al. (2008) studied Relations of academic and general self-esteem to school achievement and they found that self-reported academic self-esteem is a strong and accurate predictor of school achievement. Chauhan (2009) studied relationship between academic self-esteem and educational achievement of visually impaired: Suggestion for Inclusion and results of the study showed that high academic self-esteem helps in increasing educational achievement or vice versa. Vishalakshi and Yeshodhara (2012) studied relationship between self-esteem and academic achievement of secondary school students. The third finding is that higher the Self-Esteem, higher will be the Academic Achievement.
Das and Pattanaik (2013) study on Self-Esteem, Locus of Control and Academic Achievement among Adolescents. It was found that self-esteem and locus of control both have significant effect on the academic achievement of adolescents. Acharya, Pal & Sengupta (2015) studied Educational Achievement and Self-Esteem Of College Students: A Comparative Study Between The Tribal And Non-Tribal Girl Students Of Agartala and found positive Correlation between the Educational Achievement and Self-Esteem.

2.2. Objectives
1) To find out significant positive relationship between positive self students and academic achievement of Secondary School students.
2) To find out significant positive relationship between positive self females and academic achievement of Secondary School students.
3) To find out significant positive relationship between positive self males and academic achievement of Secondary School students.
4) To find out significant positive relationship between negative self students and academic achievement of Secondary School students.
5) To find out significant positive relationship between negative self females and academic achievement of Secondary School students.
6) To find out significant positive relationship between negative self males and academic achievement of Secondary School students.

2.3. Hypotheses
1) There will be positive significant relationship between positive self students and academic achievement of Secondary School students.
2) There will be positive significant relationship between positive self females and academic achievement of Secondary School students.
3) There will be positive significant relationship between positive self males and academic achievement of Secondary School students.

4) There will be positive significant relationship between negative self students and academic achievement of Secondary School students.
5) There will be positive significant relationship between negative self females and academic achievement of Secondary School students.
6) There will be positive significant relationship between negative self males and academic achievement of Secondary School students.

2.4. Sample
For the present study a randomly selected sample of 400 students of 9th class studying in government and private schools of Jammu District has been taken up.

2.5. Tools Used
Self-Esteem Inventory prepared by M.S. Prasad and G.P. Thakur (1977) with the intention to measure Self-Esteem of the subjects. The inventory has two sets. The first set has 29 items for assessing personally-perceived self and second set of inventory has 30 items for assessing socially-perceived self. The test is applicable for the age group of 15 years to 19 years. Each statement of the inventory has seven-point answer scale, from completely true story completely false. There is no time limit for the completion of the test.
The two sets of the inventory were administered to a sample of 400 students. Split -half reliability co-efficient were calculated for both the sets of the inventory which came out to be 0.82 and 0.78 for personally perceived self and socially perceived self respectively. Of the 400 students, 150 were administered the two sets of the inventory again after a gap of six weeks for evaluating re-test reliability co-efficient. Re-test reliability co–efficient were found for both the tests were 0.69 and 0.66 respectively for personally perceived self and socially perceived self.

2.6. Academic Achievement
In the present study academic achievement refers to the total marks, obtained by particular child studying in 9th class in the previous examination.

2.7. Statistical Techniques Used
The collected data was analyzed with the help of Pearson product moment correlation (r).

3. Analysis and Interpretation

Variable	Number (N)	Degree of Freedom(dF)	Coefficient of Correlation(r)	Result
Positive self Students Academic Achievement	175	173	0.233**	Significant at 0.01 level
Positive Self Females Academic Achievement	90	88	0.204	Not Significant
Positive Self Males Academic Achievement	85	83	0.264*	Significant at 0.05 level
Negative Self Students Academic Achievement	216	214	0.226*	Significant at 0.01 level
Negative Self Females Academic Achievement	108	106	0.272*	Significant at 0.01 level
Negative Self Males Academic Achievement	108	106	0.164	Not Significant

Table 1: Showing correlation between Self-Esteem and Academic Achievement of secondary school students

The value of the coefficient of correlation computed between positive-self students and academic achievement using Pearson's Product moment method is 0.233 which is significant at 0.01level of significance. In this context, the above stated statistical hypothesis "there will be positive significant relationship between positive self students and academic achievement of Secondary School students", is accepted. It is found that the correlation between positive self students and academic achievement is positive and significant. In other words it may be inferred that positive self-esteem and academic achievement are directly related to other i.e. higher the positive self–esteem of students, higher will be the academic achievement. This means that there is significant positive relationship between Positive self-esteem of students and Academic Achievement.
 The value of the coefficient of correlation computed between positive self females and academic achievement using Pearson's Product moment method is 0.204 which is not significant even at 0.05 level of significance. In this context, the above stated statistical hypothesis "there will be positive significant relationship between positive self females and academic achievement of secondary school students," is rejected. It is found that the correlation between positive self females and academic achievement is positive but not significant.

The value of the coefficient of correlation computed between positive self males and academic achievement using Pearson's Product moment method is 0.264 which is significant at 0.05 level of significance. In this context, the above stated statistical hypothesis "there will be positive significant relationship between positive self males and academic achievement of Secondary School students," is accepted. It is found that the correlation between positive self males and academic achievement is positive and significant. In other words it may be inferred that positive self males and academic achievement are directly related to other i.e. higher the positive self–esteem of males, higher will be the academic achievement. This means that there is significant positive relationship between Positive self males and Academic Achievement.

The value of the coefficient of correlation computed between negative self students and academic achievement using Pearson's Product moment method is 0.226 which is significant at 0.01level of significance. In this context, the above stated statistical hypothesis "there will be positive significant relationship between negative self students and academic achievement of Secondary School students," is accepted. It is found that the correlation between negative self students and academic achievement is positive and significant. In other words it may be inferred that negative self of students and Academic Achievement are directly related to other.

The value of the coefficient of correlation computed between negative self females and academic achievement using Pearson's Product moment method is 0.272 which is significant at 0.01 level of significance. In this context, the above stated statistical hypothesis "there will be positive significant relationship between negative self females and academic achievement of Secondary School students," is accepted. It is found that the correlation between negative self females and academic achievement is positive and significant. In other words it may be inferred that negative self-esteem of females and academic achievement are directly related to other. This means that there is significant positive relationship between negative self females and Academic Achievement.

The value of the coefficient of correlation computed between negative-self males and academic achievement using Pearson's Product moment method is 0.164 which is not significant even at 0.05 level of significance. In this context, the above stated statistical hypothesis "there will be positive significant relationship between negative self males and academic achievement of Secondary School students" is rejected. It is found that the correlation between negative self-esteem of males and academic achievement is positive but not significant.

4. Conclusions
- A significant positive correlation is found between Positive self and Academic Achievement
- of secondary school students.
- A positive but not significant correlation is found between positive-self females and academic achievement of secondary school students.
- A significant positive correlation is found between Positive self-males and Academic Achievement.
- A positive and significant correlation is found between negative self-students and academic achievement.
- A significant positive relationship is found between negative self-females and Academic Achievement.
- A positive but not significant correlation is found between negative- self males and academic achievement.

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