STUDY THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND SELF-ESTEEM OF SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

BACKGROUND
Mental-, physical-, emotional- and social-well-being are various aspects influenced by education. And so is self-esteem. The term self-esteem comes from Greek word meaning "reverence for self"; self-esteem is acceptance of us for who and what we are at a given period of time in our lives; it may be positive or negative orientation towards self. Past literature reveals that academic achievement is directly proportional to self-esteem. According to random house dictionary of English, Academic Achievement has been defined as accomplishment especially by superior ability, special effort and great valour. Is self-esteem really boosted by academic achievement?

MATERIALS AND METHODS
To verify the above fact, a study was planned to find the relationship between self-esteem and academic achievement of senior secondary high school students. For this, 100 high school children both male and female were randomly selected from various senior secondary schools of Hisar and adjoining villages. Rosenberg Self Esteem Scale was used to measure self-esteem after taking consent from students and their principals. To measure academic achievement, students’ annual scores of 10th standard were taken from school records.

RESULTS
After entering data in SPSS, data was analysed using appropriate statistical techniques. Descriptive and correlation methods were used to analyse data. There was no statistical difference observed between academic achievement and self-esteem when boys and girls were compared. But when the sample was taken as whole there is significant positive relationship between self-esteem and academic achievement scores of senior secondary school students.

CONCLUSION
Academic achievement increases self-esteem also linearly and symmetrically.

KEYWORDS
Self-Esteem, Academic Achievement, Rosenberg Self Esteem Scale, Pearson Correlation.


BACKGROUND
Role of education for proper development of human beings has long been advocated and most of the developed countries had reached the goal of ‘education for all’ till matriculation. But, our country is still struggling to reach that goal. With modernization and changing culture to be educated had become a necessity hence boosting the self-esteem of an individual. Academic achievement is the only way for measuring educational status of individual. With increasing pressure by the parents that their siblings should be topper in class, Do the academic achievement really increases the self-esteem of an individual?

The term self-esteem comes from the Greek word meaning “reverence for self”. The self-part of self-esteem pertains to the values beliefs and attitudes that we hold about ourselves. It is positive or negative orientation towards oneself. The self-esteem can be referred as person’s global judgment of competency regarding one’s self-worth ((Harter, 1988). This comparison between the perceived self and ideal self leads to adolescent turmoil. Hence development of self-esteem is most important developmental processes of adolescence (Sirin and Rogers 2004). According to MASLOW an American Psychologist self-actualization can only be achieved by fulfillment of self-esteem. According to him healthiest expression of self-esteem is the one which manifests in respect we deserve for others, more than renown, fame and flattery. Jame’s11 formula of self-esteem cited in Seligman (1996 p30) appears to be well respected.
SELF-ESTEEM = SUCCESS - PRETENSIONS

Where pretensions means feeling good about ourselves and success means how we actually do. We can feel better about ourselves by succeeding in the World but also by varying the level of hopes and expectations.

Academic achievement is defined as measurable behaviour in standardized series of test (Simpson and Weiner 1989). According to Bruce and Neville (1979) educational achievement is measured by standardized achievement test developed for school subjects. GOOD (1973), has defined, academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or both. Consequently, academic achievement could be defined as self-perception and self-evolution of one's objective success.

Lots of studies were conducted showing direct correlation with self-esteem and academic achievement. High self-esteem is associated with high academic achievement (Marsh, Byrne and Yeung 1999). Rubie et al in 2004 demonstrated that best way to improve student achievement is to increase their self-esteem. Low self-esteem is viewed as the cause of evil and high self-esteem as the cause of all good. (Manning, Bear and Minke 2006). Self-esteem is associated with depression, anxiety, motivation and general satisfaction with one's life (Harter, Rosenberg 1986). Keeping these facts this study was planned to see whether self-esteem has any association with academic achievement especially in Indian population that too from rural area where it is a taboo for a girl child to go outside home and study, Where a son of farmer has no importance for education because he has to work with his father in fields. On the other hand there are thriving new generation who wants to improve their quality of life with higher education and increased self-esteem.

MATERIALS AND METHODS

Sample

The sample for the study was consisted of 100 students of standard XI of which 50 were males and 50 were females from Hisar and adjoining school from Hisar city. The school were selected through simple random sampling technique.

Test and Tools

Rosenberg self-esteem scale was used to measure both positive and negative feeling about the self. To measure academic achievement student’s annual score of class 10th were taken. To collect the data first approval from school principal was taken. Only those students were taken who gave the consent to participate in the study. Help of teachers were taken and metric scores were recovered from the school records. After entering the data in SPSS data was analysed using appropriate statistical techniques i.e. descriptive and correlation method was used to analyse the data.

RESULTS

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>T-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Boys</td>
<td>50</td>
<td>19.04</td>
<td>4.402</td>
<td>.6226</td>
<td>-0.1</td>
<td>0.92</td>
</tr>
<tr>
<td>2. Girls</td>
<td>50</td>
<td>19.12</td>
<td>3.532</td>
<td>.4995</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Academic Achievement |    |      |                |                 |         |              |
| 1- Boys            | 50 | 69.02| 17.810         | 2.518           | -1.47   | 0.15         |
| 2- Girls           | 50 | 73.83| 15.299         | 2.163           |         |              |

Table 1

It is evident from the table 1 that there is no significant difference between self-esteem and academic achievements between boys and girls.

<table>
<thead>
<tr>
<th></th>
<th>Self Esteem</th>
<th>Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem</td>
<td>Pearson Correlation</td>
<td>.632**</td>
</tr>
<tr>
<td>Sig. (2 tailed)</td>
<td>N</td>
<td>100</td>
</tr>
<tr>
<td>Academic Achievement</td>
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<tr>
<td>Sig. (2 tailed)</td>
<td>N</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2

**Correlation is significant at the 0.01 level (2 tailed)
Table-2 indicates that there is significant positive relationship between self-esteem and academic achievements scores of scores of senior secondary school students it means as the academic achievement increases self-esteem also increases linearly and symmetrically.

**RESULTS**

Our study also proves the fact that as academic achievement of students increases their self-esteem also increases. Our results are in consonance with number of studies like (Coopersmith S.A.1967,9 Wylie R.C.1979,10 Walz G & Bleuler J1992,11 Purky1970,12 Covington. M, 1989).13

**DISCUSSION**

Number of studies correlates both positive and negative influence of academic achievement on self-esteem. Regarding this, many studies had also been conducted in India and abroad. These studies are tabulated in short form as under-

<table>
<thead>
<tr>
<th>Author</th>
<th>Year of Study</th>
<th>Type of Study</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Srivastava14</td>
<td>1981</td>
<td>Study effect of SE and AA among Indian students</td>
<td>Significant main effect of SE and interaction effect of SE and AA</td>
</tr>
<tr>
<td>Demo and Parker15</td>
<td>1987</td>
<td>Study AE and SE in black and white students</td>
<td>SE scores of both black and white students were same despite black students have significantly low AE scores</td>
</tr>
<tr>
<td>Sebastian16</td>
<td>1997</td>
<td>Effect of parental pressure on school achievement, SE, creativity</td>
<td>Parental pressure as perceived by children had negative influence on SE, creativity and AA</td>
</tr>
<tr>
<td>Carlson, Uppal &amp; Prosser17</td>
<td>2000</td>
<td>Effect of Gender on SE and AA</td>
<td>Men scored slightly higher in global SE than women.</td>
</tr>
<tr>
<td>Singh18</td>
<td>2005</td>
<td>Relationship between SE &amp;AA</td>
<td>Relation between SE AND AA is bidirectional. Causation flows in both direction</td>
</tr>
<tr>
<td>Kelly and Jordan19</td>
<td>1990</td>
<td>Studied SE of gifted students(those with high degree of AA)</td>
<td>SE of gifted student was much higher than students with low AA scores. They have more positive self-image and self-concept.</td>
</tr>
<tr>
<td>Wiggins20</td>
<td>1987</td>
<td>What are other variables contributing to SE?</td>
<td>Other variables are quality of family life, appreciation from teacher and parents, participation in co-curricular activities and positive peer relationship.</td>
</tr>
<tr>
<td>Pullmann and Allik21</td>
<td>2008</td>
<td>Relationship of academic and general self-esteem to school achievement.</td>
<td>Academic self-esteem is strong predator of school achievement. General SE is a significant predictor of superior school performance when academic self-esteem and multicollinearity is controlled</td>
</tr>
<tr>
<td>Joshi and Srivastava22</td>
<td>2009</td>
<td>Compare SE and AA of rural and urban adolescents.</td>
<td>No significant difference between SE of rural and urban adolescents. Urban adolescents scored higher in AA than rural adolescents</td>
</tr>
<tr>
<td>Whitesell et al23</td>
<td>2009</td>
<td>Longitudinal study of SE, cultural identity and AA among American Indian adolescents</td>
<td>Relationship between SE and AA is mediated by personal resources and problem behaviours.</td>
</tr>
<tr>
<td>Alves-Martins et al24</td>
<td>2010</td>
<td>Studied SS and AA of seven grade students</td>
<td>There is significant difference between the SE of successful and unsuccessful students of 7th grade but this difference wades away in eighth and ninth grade.</td>
</tr>
<tr>
<td>Rahman25</td>
<td>2011</td>
<td>Relationship between SE and AA in primary school children.</td>
<td>SE, goal orientation components and AA are correlated</td>
</tr>
</tbody>
</table>
Okoko and Odingo\textsuperscript{26} 2012 Study on SE and academic performance in public secondary school in Nidihiwa district Kenya High in AA and co-curricular activity have high SE. Age, Gender, Teachers have effect on student SE

Jain and Dixit\textsuperscript{27} 2014 SE-Gender based comparison No significant gender differences in the SE of participants.

Patel 1992 Investigated the relationship between AA and some selective personality variables. Significant relation was found between AA and intelligence, self-concept and level of aspiration

Raju and Others\textsuperscript{28} 1995 Comparison of AA between students of SC and non-SC Non SC tribe students were better in AA

Patel and Hot 1995 Study on self-concept and achievement motivation in relation to AA of socially backward secondary school students 1-self-concept was positively related to AA 2-Academic motivation was significantly related to AA 3-no positive relation with self-concept and achievement motivation

SE- Self Esteem AA- Academic Achievement

CONCLUSION
Taking into consideration all the above studies and results of our study, one thing is clear that self-esteem and academic achievement have positive correlation with each other. More the self-esteem, better the academic performance and vice versa. But since measuring self-esteem is very subjective, a student whose target is just to get 60% marks may have more self-esteem when he is able to do so as compared to the topper who is unable to top the class. On the other hand, measurement of academic achievement is very objective. In our country, he who gets more marks is better academic achiever. Whereas multiple factorial approach should be taken used to assess academic achievement of the student for e.g. participation in extracurricular activities, his communication skills, his problem-solving capabilities, his attitude towards his friends and so on. As it is said, school is second to home or sometimes better than home in improving self-esteem of students. Such activities should be carried out to decrease academic pressure without deteriorating academic performance.

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[4] Bruce and Neville individual needs, Cooperative Learning and Academic...UKM. Advance the notion that academic achievement is measured by standardized developed for faculty subjects. 1979. www.ukm.my/personalia/wp-content/uploads/2016/08/Md-Daud-Idmail.pdf
[14] Srivastava BN. The effects of self-esteem and academic performance on alienation among students


