Research Paper	Education

Relationship Between Self-Esteem and Academic Achievement of Secondary School Students

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ABSTRACT

In the present study, an attempt has been made to study the Relationship between Self-Esteem and Academic Achievement of Students of standard IX from Mysore city. Data were obtained from 321 students of standard IX from government and private schools of Mysore city. The Coopersmith Self Esteem Inventory(CSEI)was used to find out Self Esteem and total scores on second semester exam is considered to determine the level of Academic Achievement of Students .Results revealed positive relationship between Self-Esteem And Academic Achievement of Students .

Introduction

Academic Achievement of Students is influenced by so many factors such as student related, teacher related and school related. Among them, Self-esteem is considered to be an important one. Self-esteem is a widely used concept both in popular language and in psychology. The term self-esteem comes from a Greek word meaning "reverence for self." The "self" part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. Simplistically self-esteem is the acceptance of us for whom and what we are at any given time in our lives. Self-esteem is a positive or negative orientation towards oneself, an overall evaluation of one's worth or value.

According to Wikipedia, the encyclopedia, Self-esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Coopersmith S.A (1967) defines self-esteem is 'a set of attitudes and beliefs that a person brings with him or herself when facing the world. But Gray.p (2001) defines Self-esteem as one's more or less sustained sense of liking oneself. Branden,N (1969) defined self-esteem as " the experience of being competent to cope with the basic challenges of life and being worthy of happiness". He also believes that Self-esteem is the confidence in one's capacity to achieve values.

FACTORS AFFECTING SELF-ESTEEM

Self-esteem of an individual has been affected by a multitude of factors. Repeated negative evaluation makes children to be dumb, stupid, slow, fat and so on. Severe or repeated criticism damages the self-worth and self-confidence. Criticism disguised in a joke or Negative humor, errors or failures can lower confidence and ultimately self-esteem. But none is more significant than the family (Mruk.c). The greater the involvement of parents with their child, the higher will be the levels of self-esteem of child.

Need and significance of the Study

Self Esteem has been found to be significantly associated with a number of important aspects of human behavior like general adjustment, anxiety, acceptance of other people and child rearing practices. This has implications for both parents and teachers. Gill.S (2004) opines that the importance of self-esteem in the educational process seems to be given more emphasis than is presently given to it. Teachers need to have more concern about their self-esteem also.

It is believed that, a person possessing high level of self esteem will be confident, happy, highly motivated and have the right attitude to succeed. Low self esteem feeds negative thinking and causes to believe the criticism others make of one self. In the field of Education, the role of Self-Esteem cannot be ignored .Numerous studies have shown a positive association between Self-Esteem and Academic Achievement. (Coopersmith S.A 1967;Wylie.R.C 1979;Scheirer M & Krant R, 1979; Holly W,1987,Walz G&Bleuer J,1992 , Purky 1970; Covington.M, 1989; Reynolds.W.M;1988; Reasoner.R 2005;). Erikson.E (1968) specifically identified Academic Achievement as a vital component in forming a healthy self-image.

Further, it is noticed that the findings of these studies are not consistent and generalized. Hence, it has been attempted to throw light on the relationship of Secondary School Students' Self-Esteem with their Academic Achievement.

Statement of the problem

The present study aims at analyzing the relationship between the Self-Esteem of Students of standard Ix and their Academic Achievement .Thus, the problem is entitled as 'Relationship between Self-Esteem And Academic Achievement of Secondary School Students'.

HYPOTHESES.

1. There is no significant difference between the following categories of Students of standard Ix in their level of self-esteem and Academic Achievement
A) Kannada and English Medium
B) Boys and Girls

2. There is no significant relationship between Self-Esteem and Academic Achievement of students of standard Ix.

Variables considered for the study

Self-Esteem and Academic Achievement are considered as Main variables and Medium and Gender as background variables.

Operational Definitions of key terms.

Self-Esteem; In the present study, the SE is represented by the total scores obtained on Self Esteem Inventory standardized by Cooper smith (1967).

According to Cooper Smith (1967), SE is a personal judgment of worthiness that is expressed in the attitudes that individual holds towards him/herself .It is a subjective experience, which the individual conveys to others by verbal reports and other overt expressive behavior. Academic Achievement ; Academic Achievement is the level of proficiency attained in academics or scholastic work .In the present study, the total marks

scored by the students in all the school subjects of second semester examination is taken as indicator of their Academic Achievement .

METHODOLOGY
Design of the study and procedure followed.
The present study is analytical and co relational in nature and involves descriptive research with survey method. To collect the data, The Self Esteem Inventory standardized by Cooper smith (1967) was administered to students of standard Ix and the achievement scores were taken from school records. Later, the data were analyzed using appropriate statistical techniques and interpreted.

Sampling
The samples for the study consisted of 321 Students of standard Ix from four schools of Mysore city. The schools were selected through random technique, stratification by locality-government and private schools. In each school all the Students of standard Ix were considered for the study.

Tool used for data collection
The Coopersmith Self Esteem Inventory (CSEI) strandardised by Coopersmith (1975) to measure attitudes towards the self in personal,social,family and academic areas of experience was used to collect data. The school form consists of 25 items. Test-retest reliability for the CSEI was originally reported by Coopersmith (1967) to be 0.88 for a sample of 50 children in grade V and 0.70 for a sample of 56 children who were 12 years old. The CSEI consists of 9 positive and 16 negative statements. The students need to mark against the column either "like me" or "unlike me." Thus, the total scores on the CSEI that range from 0 to 100 indicate the level of self-esteem.

Procedure
Data were collected by administering the The Coopersmith Self Esteem Inventory to both kannada and English medium students and collected necessary information.

Statistical analysis
The data were analyzed using descriptive statistics, t-tests and Pearson's coefficient Correlation using SPSS for windows (version 160). The obtained data are presented in the tables and discussed.

Analysis and Interpretation of data
The collected data were analyzed and interpreted as follows.

Table 1.A; Differences between Kannada and English Medium students In Self-Esteem and Academic Achievement

	Medium	N	Mean	Std.Deviation	't'-value
Self-Esteem	kannada	174	58.55	12.50	2.208*
	English	147	62.23	17.27	
Academic Achievement	kannada	174	268.13	111.70	20.252*
	English	146	494.56	83.54	

*significant at 0.05 level

It is evident from the table 1.A that there is significant difference between Kannada and English Medium students of standard IX in Self-Esteem and Academic Achievement scores. Hence the null hypothesis is rejected. In other words, the students of English Medium have higher level of Self-Esteem and Academic Achievement.

Table 1.B; Differences between Boys and Girls in Self-Esteem and Academic Achievement

	Gender	N	Mean	Std. Deviation	't'-value
self-esteem	Boys and Girls	169 152	58.44 62.24	15.25 14.43	2.286*
Academic Achievement	Boys and Girls	169 152	346.59 399.88	151.58 144.54	3.209*

*significant at 0.05 level

It is evident from the table 1.B that there is significant difference between Self-Esteem and Academic Achievement scores of Boys and Girls of standard IX. Hence the null hypothesis is rejected. However, the Girls have higher level of Self-Esteem and Academic Achievement.

Table 2.Relationship between Self-Esteem and Academic Achievement (Pearson's coefficient Correlation 2-tailed test)

Variable 1	Variable 2		significant
Self-Esteem	Academic Achievement	0.252**	.000

**correlation is significant at 0.01 levels (2-tailed)

The table 2, indicates that there is significant positive relationship between Self-Esteem and Academic Achievement scores of Secondary school students. Hence the null hypothesis is rejected. It means that as Self-Esteem increases, the Academic Achievement also increases linearly and symmetrically.

Discussion
Major findings of the study
1. The Self-Esteem of English Medium students of standard Ix is higher than that of kannada Medium students. This might be due to the influence of education and socio economic status of parents and congenial and conducive atmosphere of the school.
2. The Self-Esteem of Girls of standard Ix is higher than that of Boys. This could be due to the values, beliefs and attitudes that girls hold about them as these aspects lead to formation of Self-Esteem. The study made by Quatman and Watson (2001) contradicts the finding.
3. The third finding is that higher the Self-Esteem, higher will be the Academic Achievement. Hence the result is. The finding is in accordance with Holly (1987),Purkey(1970) and Erickson(1968).

Educational implications
The findings give enormous scope for improvement of self esteem among secondary school students, as it increases the academic achievements of students. Here it necessitates orienting teachers on conducting activities to enhance the self esteem of students, through:
- arranging and encouraging a variety of group activities.
- ensuring that all pupils experience trust-building activities.
- instigating positive behavior programmes and a systematic scheme of rewards.
- Promoting and acclaiming individual successes across a wide range of academic and non-academic achievements.
- boosting self esteem through individual counseling.
- Involving parents and/or other adults in goal settings.

In other words, a high level of self esteem brings a high level of confidence, problem solving abilities and assertiveness and thus, elevates the performance or achievement level of the pupils.

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