

## A Study of Academic Achievement in Relation to their Self Esteem of Secondary School Students of Magadh Region (Bihar)



### Education

**KEYWORDS :** Gender, Self-esteem, Secondary School Students, Academic Achievement, Magadh Region.

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### ABSTRACT

*The present study examined the relationship between self-esteem and academic achievement of secondary school students. The research population was male and female secondary school students of Magadh region of Bihar. The samples selected through random sampling method including 1000 students (500 male and 500 female students). Self-esteem inventory of M.S.Prasad and G.P.Thakur and Adjustment Inventory for school students of A.K.P. Sinha and R.P.Singh were used to collect data. The collected data was analyzed with the help of SPSS package. The result of the study showed that both male and female secondary school students are equally good in their academic achievement in Magadh region of Bihar. It also showed that there is highly positive correlation between self-esteem and academic achievement of secondary school students.*

### INTRODUCTION

Education is a liberating force, and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances. Human life which is the best creation of God has two aspects; the biological and the sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. The child at birth is born with certain biological inheritance. Biological heredity alone is not enough to enable him to develop harmoniously in a social culture. To equip him with necessary skills, and information, concepts and attitudes and to enable him to adjust properly in his environment. Society has created a separate agency school, where he can develop all the qualities and abilities required for successful social adjustment. Education has been defined in different ways according to the social needs of the society. Education is in a way development of desirable habits, skills and attitudes which make an individual a good citizen. In the process of education we try to shape the behavior of young children in accordance with aims and goals of national life. Briefly we can define education as shaping of behavior or modification of behavior of the individual for adequate adjustment in the society.

Academic scores have become the destiny charters for Indian students. Almost every adolescent student bears the heavy baggage of the expectations of parents and teachers. Thus, exploring the predictors of academic success has always been on the agenda of both educational and child Psychologists'. Social Psychologists and sociologists consider achievement in school as a consequence of the interplay of multifarious social factors. Admittedly, academic or scholastic achievement is a complex phenomenon and requires different approaches to understanding and interpretation. It is the function of many cognitive and non cognitive aspects of personality. Garrison and Force (1959), Hallahan and Kauffman (1978) and Chauhan (1979) have proposed three basic factors which facilitate emotional disturbance among adolescents. These factors are biological disorders and diseases, pathological family relationship and undesirable experience in school. Also a positive relationship between social adjustment and school attainment has long been known (Dishion, 1990, Feschbach & Feschbach, 1987; Green, Forehand, Beck & Vosk, 1980)

A student's self-esteem is commonly affected during the school years. High and low self-esteem can cause different experiences for students. Self-esteem is defined as the complication of feelings that guide behaviour, influences attitudes and drives moti-

vation (Demand, 11) Struggling with self esteem creates adverse affects on all areas of a student's life from social to academic. Self esteem is most often lowered by failure, criticism and rejection.

Researchers have found that people want to maintain a confident level of self esteem because they possess the desire to feel good about themselves. Some have suggested that a high level of self esteem facilitates the achievement of goals. High self esteem can help with coping skills and low self esteem can lead to avoidance of problems, these both relate to how students achieve goals in their daily lives. Children learn to develop a healthy self esteem when adult around them show them support in their attempts to try new things. Children who have a healthy self esteem are satisfied in their activities without the constant need for approval.

Having high aspirations is common among students that show academic achievement. Students with high self esteem usually set higher goals for themselves and become more willing to continue in the case of failure. El-Anzi found that there are many factors that can reduce or enhance the level of academic achievement in students. Factors that may lower academic achievement are anxiety and pessimism, while self esteem and optimism may increase academic achievement.

A healthy level of self esteem comes from many things, but one of them is academic achievement. Students with low self esteem deal with anxiety and pessimism related to academics. Low self esteem may prevent students from tackling difficult situations or feel satisfaction from their progress and success. School situations are where students build much of their self esteem. This is because so much time is spent with their peers and those relationships have an increasingly strong effect in teens. Positive school climates where students feel connected with their peers help lead to self- confident students.

### Objectives of the study-

- To compare the academic achievement of male and female students.
- To examine the relationship between self-esteem and academic achievement of secondary school students.

### Hypotheses of the study

The hypotheses that will guide the present study are stated in null forms which are as follows:

- There is no significant difference between the academic achievement of male and female students.

- There is no significant relationship between self-esteem and academic achievement of secondary school students.

**Review of Related Literature**

**Gender and Academic Achievement**

**Ewumi (2012)** investigated gender and socio-economic status as correlates of students' academic achievement in senior secondary schools. Two major hypotheses were formulated and tested as 0.05 level of significance. Pearson-moment correlation coefficient was used to analyze the data. The participants were 108 students drawn from three senior secondary schools in Nigeria. Their ages ranged between 14 and 21 with a mean age of 17.1 years. Two validated instruments were used to elicit responses from the participants. Results revealed (1) negative significant relationship between gender and academic achievement (2) no significant relationship between SES and academic achievement.

**Acharya & Deshmukh (2012)** investigated the self-esteem and academic achievement of urban and rural students and to examine the gender differences in self-esteem and academic achievement. The sample of the study consisted of 314 students (181 from rural and 133 from urban) from Vadodra district (Gujarat). The boys and girls aged 13 to 15. Self-esteem was measured by self-esteem inventory (Coppersmith self-esteem inventory, 1987) and academic achievement was measured by academic school record. The findings indicated that there were significant differences with regard to self-esteem of rural and urban students. Urban student would score significant higher on self-esteem as compared to rural student. There were significant differences with regard to self-esteem of boys and girls students. Girls would score significant higher on self-esteem as compared to boys. There were no significant differences with regard to academic achievement of rural and urban students. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

**Self Esteem and Academic Achievement**

**Mohammad (2010)** found the relationship between self-esteem and academic achievement in the pre-university students. Additionally, it aimed to identify whether there are differences in academic achievement between boys and girls. The objectives of this study were achieved by using the Coppersmith Questionnaire and the students' grade in their current and previous semesters. The random sampling was used for collecting the data and as a consequence 50 male and 50 female amongst 100 students in Qaeshahr schools. The results demonstrated that there was significant positive relationship between self-esteem and academic achievement. Moreover, there was significant difference in academic achievement between boys and girls. However, no significant difference was found in self-esteem between males and females. The results suggest that high self-esteem is important factor and strengthen the prediction of academic achievement in students.

**Akinleke (2012)** examined how test anxiety and self-esteem affect academic performance. 250 randomly drawn final year National Diploma students of the Federal polytechnic, Ilaro were involved in the study. They were given two questionnaires that took between 40 and 45 minutes to complete. The study was carried out in a classroom environment during regular school hours. After collecting information from the students through questionnaires, their Comprehensive Grade Point Average (CGPA) in previous year was also collected. This GPA data were then compared to the scores obtained from the questionnaires. This study discovered that overall, low anxiety students had higher GPA than high anxiety students and there is a positive relationship between self-esteem and academic performance.

**Statistical technique employed**

The statistical method used in testing the hypothesis is for the

difference between mean of mathematics anxiety score of groups by using two tailed test. Mean (M), standard deviation (SD), t-test has been used to find significant difference between two means and F-test used to find significant difference among more than two means.

**Table 1. Comparison of mean academic achievement scores of male and female students**

Gender	N	Mean	SD	df	t-value	Sig./not sig.
Male	500	58.94	12.53	998	1.640	Not significant
Female	500	60.25	12.56			

Table- 1 presents the mean academic achievement score of male and female students. Total number of male and female students is 500 each. The mean academic achievement scores of male students are 58.94 and female students are 60.25. The SD of male students is 12.53 and SD of female students is 12.56. The statistically calculated t-value is 1.640 with degree of freedom 998 which is not significant at .01 level of significance. It indicates that the hypothesis which states that "there is no significant difference between the academic achievement of male and female class IX students" is accepted. It clearly states that male and female students are equally good in their academic achievement at secondary stage in Magadh region of Bihar.

**Table 2. Comparison of mean self esteem score and school adjustment score on their gender basis**

Variables	Male (500)		Female (500)		t-value
	Mean	SD	Mean	SD	
SE	159.87	16.75	161.71	16.12	1.774
SA	14.14	5.02	13.44	4.78	2.27*

\*significant at 0.05 level

Table-2 presents the mean scores of self esteem and school adjustment on their gender basis. The mean score of self esteem of male students is 159.87 and SD is 16.75 whereas the mean score of self esteem of female students is 161.71 and SD is 16.12. The calculated t-value of Self Esteem is 1.744 which is not significant at any level of significance. This means that both male and female students have same self esteem.

The mean score of school adjustment of male students is 14.14 and SD is 5.02 whereas the mean score of school adjustment of female students is 13.44 and SD is 4.78. The calculated t-value of school adjustment is 2.27 which is significant at 0.05 level of significance. This means that male students have better school adjustment than female students.

**Table 3. Relationship of self esteem and academic achievement of secondary school students.**

Variables	N	Mean	SD	Correlation
SE	1000	160.79	16.45	0.851**
AA	1000	59.60	12.56	

\*\* significant at 0.01 level

Table- 3 presents the relationship between self esteem and academic achievement of secondary school students. Total number of secondary school students is 1000. The mean self esteem score of secondary school students is 160.79 and SD is 16.45 whereas the mean academic achievement score of secondary school students is 59.60 and SD is 12.56. The correlation coefficient between self esteem and academic achievement of secondary school students is 0.851 with degree of freedom 998 which is significant at 0.01 level of significance. The result shows that there is highly positive correlation between self esteem and academic achievement of secondary school students. Thus it is clear that the hypothesis which states that "there is no significant relationship between self esteem and academic achievement of secondary school students" is rejected at 0.01 level of significance. It

clearly indicates that higher self esteem helps to attain higher academic achievement and lower self esteem results lower academic achievement of secondary school students of Magadh region of Bihar. Thus it can be concluded that self esteem and academic achievement have strong correlation.

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