

# ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO THEIR SELF-ESTEEM

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## ABSTRACT

Education is a process, wherein knowledge is not an end in itself, but a means to promote general welfare. Education equips the educand to face life and also prepares him to face the changing social trends. Education plays an important role in moulding the character and personality of an individual. Education is about learning to learn. Indeed, we live in a world where change is everywhere and constant learning is essential. Academic achievement is considered to be a composite criterion and not a unitary one. Self-esteem is said to be a vital factor which influences the achievement of school students. The self is what we know about ourselves, and self-esteem is how we feel about ourselves. In this study, an attempt is made to find out the relationship between self-esteem and academic achievement of adolescent learners. Five hundred first year higher secondary students belonging to the general education stream were selected as sample. The percentage of marks scored by the students in the S.S.L.C. examination has been used as the pupils academic achievement score. Coopersmith's Short Version Self-esteem Inventory (General factor) was used to measure the self-esteem of the students. To analyse the data, 'F' ratio and 't' ratio were used. It is concluded that (a) the students of high, average and low achievement groups significantly differ among themselves in respect of their self-esteem scores and (b) academic achievement and self-esteem are found to be positively and significantly correlated.

## INTRODUCTION

Education is a dynamic process, which involves imparting knowledge, generating interests and curiosity, inculcating desirable attitudes and values and developing essential skills required for independent study. This is necessary for enabling students to be competent and socially useful citizens. The unique responsibility of the school is to impart and help children in the acquisition of scholastic skills. Of the several factors influencing academic achievement, self-esteem may be said to play a dominant role in the achievement of school students. According to Corsini (1987), self-esteem is the way one feels about oneself, including the degree to which one processes self-respect and self-acceptance. The French Mathematician and philosopher, Rene Descartes, (Cited by Hamachek, 1978) first discussed the 'cognito' or self, as a thinking substance. Self, self-concept, and self-esteem - each term refers to a particular component of a person's total personality. Self-esteem refers to the extent to which we admire or value the self. The main purpose of all human activity is to enhance

self-esteem. Persons with high self-esteem consider themselves to be valuable and important. They are quite bold and venture to do something new or different. Children with self-esteem have been found to be making greater effort for academic performance (Coopersmith, 1967).

## REVIEW OF LITERATURE

Sweet and Burbach (1977) have reported that self-esteem enhancement could lead to improvement in academic achievement. Thomas and Sanandraj (1982) have reported that low self-esteem was found to be associated with poor academic performance, while high self-esteem was associated with high academic performance. In consonance with the above findings Liu, Kaplan and Rissur (1992) have reported that general self-esteem would influence academic achievement.

## OBJECTIVES

1. To assess the academic achievement of first year higher secondary students.
2. To examine the difference, if any, in self-esteem among high, average and low achievers.

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- To infer the difference, if any, in self-esteem scores between boys and girls; students of private and government schools; and students of rural and urban schools.
- To find out the relationship between academic achievement and self-esteem.

### HYPOTHESES

- The academic achievement of first year higher secondary students is high.
- The high, average and low achievers significantly differ in their self-esteem scores.
- Boys and girls, students of private and government schools and students of rural and urban schools significantly differ in their mean self-esteem scores.
- There is a positive significant relationship between academic achievement and self-esteem.

### METHODOLOGY

#### SAMPLE

The study was conducted in Cuddalore District in Tamil Nadu and the descriptive survey method was employed. Out of the population of 5181 first year higher secondary students belonging to 24 schools, 500 students belonging to the general education stream were selected as sample. For the selection of sample, proportionate stratified random sampling technique was adopted.

#### PROCEDURE

The percentage scores of the students in the S.S.L.C. examination have been used as the pupils' academic achievement score. Coopersmith's Short Version Self-esteem Inventory (1967) (General factor) was used to measure the self-esteem of the students.

#### STATISTICAL TECHNIQUE

Analysis of variance was employed to find out the effect of self-esteem on different levels of achievement. The significance of the difference in self-esteem between the different groups was found by applying the 't' test. Pearson Product Moment Correlation Co-efficient was computed for academic achievement and self-esteem.

#### ANALYSIS AND INTERPRETATION

##### DESCRIPTIVE ANALYSIS

On the basis of the academic achievement scores, the students have been classified into high, average and low achievers, and it has been presented in Table 1.

**Table - 1**  
**CLASSIFICATION OF STUDENTS ON THE BASIS OF ACADEMIC ACHIEVEMENT**

S.No.	Group	Method	Mean S.D	Score	N	Percentage
1.	High Achievers	Mean + Standard Deviation and Above Scores	63.58 +13.32	77 and Above	104	21
2.	Average Achievers	Inbetween Scores	63.58 ±13.32	51 to 76	302	60
3.	Low Achievers	Mean - Standard Deviation & Below Scores	63.58 - 13.32	50 and Below	94	19
Total					500	100

#### DIFFERENTIAL ANALYSIS

The self-esteem scores of different levels of achievement groups are scrutinised and the details are shown in Table 2.

**Table - 2**  
**ANALYSIS OF VARIANCE FOR HIGH, AVERAGE AND LOW ACHIEVERS ON SELF-ESTEEM SCORES**

S.No.	Source	Sum of Square	Mean Square	df	'F' Value	Level of Sign.
1.	Between	2712.88	1356.44	2	160.86	0.01
2.	Within	4191.00	843.00	497		

Table 2 indicates that the high, average and low achievers differ significantly among themselves in respect of their self-esteem scores at the 0.01 level.

The post hoc test was applied to find out the mean difference of self-esteem scores of different achievement groups and it has been given in Table 3.

**Table - 3**  
**MEAN DIFFERENCES FOR HIGH, AVERAGE AND LOW ACHIEVERS ON SELF-ESTEEM SCORES**

S.No.	High Achievers	Average Achievers	Low Achievers	Mean Difference	Confid. Interval	Level of Sign.
1.	14.99	10.94		4.05	0.97	0.01
2.	14.99		7.63	7.36	1.22	0.01
3.		10.94	7.63	3.31	1.01	0.01

Table 3 shows that the high and average; high and low; and average and low achievers differ significantly in their self-esteem scores.

The self-esteem scores of boys and girls were analysed and the details are given in Table 4.

**Table - 4**

**'t' VALUE FOR THE SELF -ESTEEM MEAN SCORES OF BOYS AND GIRLS**

S.No.	Gender	N	M	S.D	D	sD	t- value	Level of Sign.
1	Boys	327	10.73	3.62	1.25	0.35	3.57	0.01
2	Girls	173	11.98	3.78				

It is evident from Table 4 that there is significant difference between boys and girls in respect of their self-esteem scores. Girls have secured a greater mean value than boys in self-esteem.

The self-esteem scores of the students of the government and private schools were analysed and the details are given in Table 5.

**Table - 5**

**'t' VALUE FOR THE SELF-ESTEEM MEAN SCORES OF GOVERNMENT AND PRIVATE SCHOOL STUDENTS**

S.No.	Management	N	M	S.D	D	sD	't' value	Level of Sign.
1	Government School Students	316	10.19	3.67	2.64	0.31	8.52	0.01
2	Private School Students	184	12.83	3.19				

Table 5 indicates that there is significant difference between the students of government and private schools in respect of their self-esteem scores. The students of private schools have secured greater mean scores than the government school students.

The self-esteem scores of the students of rural and urban schools were analysed and the details are given in Table 6.

**Table - 6**

**'t' VALUE FOR THE SELF-ESTEEM MEAN SCORES OF RURAL AND URBAN SCHOOL STUDENTS**

S.No.	Location	N	M	S.D	D	sD	t-value	Level of Sign.
1.	Rural School Students	221	9.80	3.95	2.44	0.32	7.63	0.01
2.	Urban School Students	279	12.24	3.14				

It is inferred that the students of rural and urban

schools differ significantly in their self-esteem scores. Urban school students have secured a greater mean value than their rural counterparts.

**Correlational Analysis**

The academic achievement scores and self-esteem scores were correlated and the results are presented in Table 7.

**Table - 7**

**CORRELATION CO-EFFICIENT FOR ACADEMIC ACHIEVEMENT AND SELF-ESTEEM**

S.No.	Variables	N	r	Level of Significance
1	Academic Achievement	500	0.716	0.01
2	Self-esteem			

The correlational analysis reveals that a high positive and significant relationship exists between academic achievement and self-esteem.

**CONCLUSION**

- The academic achievement of first year higher secondary students is average.
- Students of high, average and low achievement groups significantly differ among themselves in respect of their self-esteem scores. The high achievers have secured a greater mean score than the average and low achievers.
- Girls seem to have comparatively higher self-esteem than boys.
- Students belonging to private schools have a higher self-esteem than those of government schools.
- Urban school students have higher self-esteem than rural school students.
- Academic achievement and self-esteem are found to be positively and significantly related.

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