

Impact Of Self Esteem On Academic Achievement Of Higher Secondary Students

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ABSTRACT

The aim of this study is to find out the impact of self esteem on academic achievement of higher secondary students with regard to the gender. Survey method is used for the study. The sample selected for the present study consists of 626 higher secondary students studying in Government, Government Aided and Private Schools using simple random Sampling Method. Rosenberg scale of self esteem (1965) and the percentage of marks scored by the sample students in their half yearly examination has been taken as the academic achievement score for this study. The data collected is analyzed using 't' test and Pearson's product moment co-relation and multiple correlation statistical techniques. Finding shows that there is no significant impact of self esteem on academic achievement of higher secondary students.

Introduction

Self Esteem is essential for psychological survival. Without some measure of self worth, life can be enormously painful, and many basic needs go unmet. Characteristics of self-esteem include varying levels of confidence, attitudes towards the future, and the general health of relationships with other people. Self-esteem is affected by a variety of influence ranging from formative childhood experiences in relation to our parents to our own standards or ideal self. Dr.Mruk view that self-esteem has important impact on psychological adjustment, in setting attainable goals academic as well as for life is now an accepted tenet in personality theory. Lack of self-esteem is frequently a precursor to depression, suicidal behavior, and other personality disorders.

Academic achievement refers to the degree or level of success or proficiency attained in some specific scholastic or academic work. It is measured and assessed by achievement tests and compared to the set norms to evaluate an individual performance.

Studies say that there exists a significant impact of self esteem on the scholastic achievement of students. Children and adolescents who lack self-esteem may be more dependent on their parents and have lower academic and vocational goals.

Significance of the Study

One of the main factors differentiating humans from other animals is the awareness of self: the ability to form an identity and then attach a value to it. It is a positive or negative orientation toward oneself; an overall evaluation of one's worth or value. Rosenberg defines self esteem 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 one's personality. The manifestation of self esteem is many: one of them is achieving in academics. Children and adolescents who lack self-esteem may be more dependent on their parents and have lower academic and vocational goals. When we analyze the success of any academically excellent person, it is his /her self esteem that has contributed a lot. Intellectual skill develops better when self esteem is high.

The Carnegie council of adolescent development (1989) estimated that about one quarter of the adolescent population is at risk of academic failure and other problem behaviors, with another quarter considered 'moderately' at risk. School failure and unemployment or underemployments are among the most serious problems. They have identified numerous factors that are associated with academic success or failure. A high self esteem is one of the contributors for academic achievement and success. Hence, the investigator has taken to research the impact of self esteem on academic achievement of the adolescents with regard to gender.

Objectives of the Study

1. To find out the level of Self-esteem and Academic achievement of higher secondary students.
2. To find out the significant relationship between male and female higher secondary students in their Self-esteem and the academic achievement.
3. To find out the significant impact of Self-esteem on academic achievement of higher secondary students.

Null Hypothesis

1. There is no significant difference between male and female higher secondary students in their self-esteem and academic achievement.

2. There is no significant relationship between self-esteem and academic achievement of male and female higher secondary students.
3. There is no significant impact of Self-esteem on academic achievement of higher secondary students.

Methodology, Population and the Sample

Survey method and simple random Sampling used for the study. The sample selected for the present study consists of 626 higher secondary students studying in Government, Government-Aided and Private schools of Hosur talk.

Tools Used

1. To measure self-esteem of higher secondary students, the investigator used Rosenberg's (1965) Self Esteem Scale, developed and standardized-2018.
2. Marks scored in their half yearly examination- 2018 were taken as scores of Academic achievement.

Data Analysis and Interpretations

To find out the level of self-esteem and academic achievement of higher secondary students

Table - 1

Level of Self-esteem and Academic achievement of higher secondary students

Variable	Low		Average		High	
	N	%	N	%	N	%
Self-esteem	67	10.7	476	76.0	83	13.3
Academic achievement	104	16.6	422	67.4	100	16

From the above table inferred that, the level of Self-esteem of higher secondary students is 13.3 % high, 76.0 % of them have average level and 10.7 % of them have low level in their Self Esteem. It could also be inferred that 16.6% of higher secondary students have low academic achievement, 67.4% of them have average level and 16% of them have high level of academic achievement.

Null Hypothesis 1

There is no significant difference between male and female higher secondary students in their Self-esteem.

Table - 2

Difference between male and female higher secondary students in their Self-esteem and Academic Achievement

Variable	Gender	N	Mean	SD	Calculated 't' value	Remarks
Self-esteem	Male	298	29.69	3.689	1.895	NS
	Female	328	30.22	3.289		
Academic achievement	Male	298	340.06	82.409	6.527	S
	Female	328	380.96	73.510		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that, there is no significant difference between male and female higher secondary students in their Self Esteem. There is significant difference between female better then male higher secondary students in their Academic achievement.

Hypothesis 2

There is no significant relationship between Self-esteem and Academic achievement of male and female higher secondary students

Table - 3

Relationship between Self-esteem and Academic achievement of male higher secondary students

Variables	Gender	Calculated 'r' value	Remarks at 5% level
Self-esteem Vs Academic achievement	Male	.012	NS
	Female	.029	NS

(At 5% level of significance, the table value of 'r' is 0.087)

It is inferred from the above table that there is no significant relationship between Self- esteem and Academic achievement of male and female higher secondary students.

Null Hypothesis 3

Table – 4

Influence of self-esteem on Academic achievement of higher secondary students

Variables	Calculated 'r' value	Remark at 5% level.
Self-esteem Vs Academic achievement	0.026	NS

(At 5% level of significance the table value of 'r' is 0.087)

It is inferred from the above table that there is no significant relationship between self esteem and Academic achievement of higher secondary students.

Findings

This study is examined to find the level of self esteem and academic achievement of higher secondary students, the relationship between these two with regard to gender and the impact of self-esteem on academic achievement of higher secondary students. The analysis revealed that

1. In general, self esteem and academic achievement of higher secondary students are at moderate level
2. There is no significant difference between male and female higher secondary students in their self-esteem.
3. There is significant difference between male and female higher secondary students in their Academic achievement.
4. There is no significant influence of Self-esteem on Academic achievement of higher secondary students.

Recommendations

1. Counsellors can be appointed by the school management to conduct workshops to help the students understand the connection between the right self-esteem and the academic goals.
2. The educational institutions can conduct regular interactive classes to help the students to improve their self-esteem.
3. The teachers can analyse the root cause of poor self-esteem that reflects in academic performance and help the students to overcome their struggles.
4. The school management can invite motivation speakers to address the students to help them set reasonable goals and how to achieve them.

Suggestions

Though the analysis report says that there is no significant impact of self-esteem on academic achievement of higher secondary students we have to consider the following points however small percentage they show.

1. The low percentage of self-esteem indicates the reason for the poor academic performance.
2. The self-esteem of male students is low when compared to that of female students.
3. Academic achievement of male students is low when compared to that of female students.

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