

# Impact of Self - Esteem on Academic Achievement among Adolescents

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**Abstract:** *The aim of the study was to work - out the relationship of cognitive variable (self - esteem) in regulating academic achievements among adolescents in Karnal city of Haryana state. The sample of this study consisted of 611 adolescents (281 boys and 330 girls) studying in 9 and 10<sup>th</sup> grades. Rosenberg's Self - Esteem Scale was used to establish the relationship between the two variables. The analysis of the obtained responses were done through One - Way - Analysis of Variance and 't' test for ascertaining the significance of cause and effect relationship. The findings showed that high, average and low self - esteem groups shown significant effect on the academic achievement of the adolescents between and within the academic achiever groups of high, average and low performers which were formed with the help of formulae as Mean+1Standard Deviation, taking academic achievements an independent variable. High self - esteem adolescents among high, average and low academic achievers were differed significantly with respect to their mean scores of the respective group. High achiever group gave highest mean score (2.62) than average (2.57) and low (2.49) achiever groups with high self - esteem adolescents. Adolescents with high self - esteem achieved higher academic grades than average and low achiever groups. Similarly, adolescents with average self - esteem showed significant differences in the mean scores of the three academic achiever groups. Adolescents with average self - esteem were largely low performer with respect to academic achievement based on the mean scores (2.46, 2.37 and 2.28 with low, average and higher self - esteem groups). Low self - esteem adolescents among high, average and low academic achiever groups were differed significantly with respect to their mean scores of the respective group. The low achiever group gave the highest mean score (2.20) followed by average (2.09) and low (2.00) achiever group with low self - esteem adolescents, accentuating that adolescents with low self - esteem achieved lower academic grades than average and high achiever groups of adolescents in the studied sample. The study recommends that high self - esteem can be taken as a positive stimulus for enhancing the academic performance of adolescents. Contrary to this, low self - esteem is negatively related to the academic achievement of the adolescents.*

**Keywords:** Self - esteem, academic, achiever, adolescents, variance, high, average, low, performer, group, grade, relationship, cognitive

## 1. Introduction

Education is a process aimed at the all - round development of an individual, in terms of cognitive, affective and psychomotor aspects. In other words without education, man is as though in a closed room and with education he finds himself in a room with all its windows open towards outside world (Khan, 2003). Besides this, it has a pivotal role to play in the economic and social development of any nation thus each and every country around the globe gives heightened inputs to their respective education system. Bearing in mind the importance of education, proselytizing the academic achievement of students, who form the concrete foundation for the country's progress, is a compelling and critical necessity. Students' performance is the buzzword for today's educators, academicians and policy planners.

Numerous studies have been conducted to find the ways and means for improving the academic achievements through the usages of different, upgraded and beneficial methods. All such studies boil down to stating the role of cognitive, motivational and contextual variables is of utmost importance. Academic performance has taken the centre stage in the field of educational psychology during the recent past in which different cognitive, motivational and contextual variables have been used as predictors.

Academic achievement is a multi - faceted phenomenon. It depends on the factors in relation to students' context, type of home, teachers' style and method of teaching, social and psychological issues in relation to academic performance. Academic performance of the same individual differs from time to time and from one class to another because of the inbuilt individual differences of time (behavioural oscillation). In spite of probable abilities and academic competence, individual differences are there even in the same age and/or group within the same grade. Academic achievement is directly linked to the growth and development of a student's knowledge in any educational situation where teaching and learning, as a process takes place. It is defined as the performance of the students in the subject they study in the school (Pandey, 2008). It gives children an opportunity to develop their talents, improve their aptitude and prepare for the future academic challenges. Academic achievements during adolescents' period can be a stepping stone for the forthcoming years of an individual's life because of the intensified sensitivity for rapid learning and need of a critical acquisition.

Adolescence is the transitional phase following the outset of puberty through which child develops into an adult. During this period many developments, changes take place in an individual; the way he thinks, communicates and behaves. It is a vulnerable and sensitive period during which many physical developments and psychological changes take place.

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in an individual. This result in the way in which an individual thinks, communicates and behaves in the society. World Health Organization (WHO) acclaims that the period between 10 to 19 years of age is referred to as adolescence. Adolescence basically has five main characteristics namely biological growth and development, undefined status, increased decision making, increased pressures and the search of self which show the sensitiveness of this stage of human life. It is a time of both disorientation and discovery of self and surrounding. Adolescents struggle with the independence and the sense of identity. The other main issues of this stage of life are academic performance, sexuality, gender, friendship and other psychological problems (depression, alcohol, drug addiction, etc.). One of the most crucial decision adolescents make in their life is choosing a career and their academic achievements at schools help them in making this decision. Adolescents with high academic achievement are considered to achieve their identity in the society, get good career opportunities, get acceptance from peer, parents and teachers, develop leadership qualities and enhance their self confidence and self-esteem. Whereas, academic failure leads to frustration, stress, inferiority complex, rejection from loved ones, increased number of suicides, discouragement and ultimately to dropping out (Ekstrom et al., 1986, Steinberg et al., 1984, Gadwa and Griggs, 1985). Hence, there is a need to give due attention to the factors which are directly or indirectly influencing the academic achievement. This will depend on student's interest and attitude towards the subject of study, aptitude, intelligence, achievement motivation, socioeconomic status, locality of institution, sex, physical health, etc. (Pandey, 2008). It is seen that the academic success of students is the centre focus of their entire educational career. So, the schools are putting a lot of efforts in real time situation for helping students to deliver better academic results.

Educators have long realized that self - esteem plays a critical role in the field of education. Self - esteem is the overall opinion of the abilities and the shortcomings, possessed by one. Individuals with a high self - esteem feel good about them and accept defeat as part of life and not to get disheartened but to explore options to convert this into future success. Contrary to this, individuals with a low self - esteem give little value to them and this always leads to low performance in any pursuit. In certain situations, low self - esteem may give rise to many psychological and sociological problems. Self - esteem can be expressed as positive, negative or neutral specifying its quality and intensity of individuals' feelings. It has a direct relationship with learning approaches which plays a crucial role in regulating academic achievement of the students. Students with high self - esteem perform better than low self - esteem. Self - esteem is the identified predictor of the academic performance by the students. Academic achievement, a measure of success of students is not only affecting the education venture but also the later life in professional competence. There is plethora of efforts to work on various ways and means across the globe for enhancing the self - esteem to bring positive changes in the students and to make them better performer in their lives in particular and within a society at large.

With the background of the available information, it has been observed that researchers have not attained yet, a reasonable degree of success in identifying the causal relationship and strength of interactions between self - esteem with the overall influence on academic achievements of adolescents. Therefore, the present study was conceptualized for making in depth understanding between self - esteem (independent variable) and academic achievement (dependent variable) among adolescents, who form the concrete foundation for the progress of country to which they belongs.

### Hypothesis of the study

Three hypothesis were proposed to prove the statement of the problem '*Does the Self - Esteem influence the Academic Achievement of Adolescents*'.

- 1) Adolescents with high, average and low academic achievements will show significant differences in relation to high self - esteem (HSE)
- 2) Adolescents with high, average and low academic achievements will show significant differences in relation to average self - esteem (ASE)
- 3) Adolescents with high, average and low academic achievements will show significant differences in relation to low self - esteem (LSE)

## 2. Literature Review

Self - esteem is the feeling of self - appreciation and for other people in the society. It refers to how an individual values oneself based on feelings and self-evaluation thoughts. Environment is the key factor for development of self - esteem among children, thereby helping in developing a better society. Reports of the previous research concluded that self - esteem and academic achievements linking has not given the due attention, as desired. However, certain studies have acknowledged the synergistic role of both the factors i. e., self - esteem and academic success. Self - esteem is the direct predictor of academic achievement of the students. Vishalaxmi and Yeshodhara (2012) found positive relationship between self - Esteem and academic achievement among students of 11<sup>th</sup> standard IX of Mysore city, Karnataka. Coopersmith Self Esteem Inventory (CSEI) was used to find out the self - esteem and marks obtained in second semester exam, taking it as base for determining academic achievement of population sample.

Bloom (1997) found that academic achievement and self - esteem were found to interplay with each other. In general, the students with high self - esteem view themselves as active and capable to set high goals, thereby learning new things. Common research has proved that the best way to improve the academic achievement of students is to enhance their self - esteem (Rubie et. al.2004). High self - esteem plays a pivotal role for inculcating the sense of personal as well as social responsibility. High achievers tend to be more confident in doing the things than lower achievers. Self-esteem has powerful relation with happiness whereas low self - esteem will lead to depression (Baumeister, 2003). Students with low self - esteem seem to be more dependent on their parents and gave low academic achievement (Srivastava, 2009). Higher self - esteem students were sensitive to social problem namely consumption of alcohol

and drugs (Baumeister, 2003). Self - esteem scores were the only factor which showed significant correlation with obtained grades in a sample of 483 students belonging to 4th to 12th standard (Wiggins, 1987). Arata (2004) worked out the relationship of self - esteem and academic achievements among multistage classroom of both fourth and fifth grades. Academic achievement was measured by averaging of grades from the first three unit examination of the school year. Results of 't' test showed that there was no relationship between academic achievement and self - esteem. He further reported that high self - esteem could be desirable trait in academic work as team mates and in social circles among friends. Mamat (2016) worked - out the relationship between self - esteem and academic achievements and reported that both factors had significant effect to each other among adolescents. High self - esteem resulted in better academic achievement and vice - versa i. e. low self - esteem gave poor academic achievement (Doodman et. al.2017). Parents and teachers should use appropriate methods to elevate the self - esteem of students for higher academic achievement. Ogoamaka et. al. (2018) found positive significant relationship between self - esteem and academic achievement of students in both English and Math subjects while working on to find the relationship between students' self - esteem and academic achievement in Imo state, Nigeria. Sushma (2002) advocated that self - esteem can be improved with adoption of appropriate interventions strategies by the teachers/mentors while studied the relationship of high, average and low self - esteem B. Ed. students to learning approaches.

Mello et. al., (2018) investigated the connectivity of self - esteem with low academic performing students through descriptive research design and found that both, self - esteem and academic performance are interrelated factors to each other. The factors like educational system, child's environment, family, peers and teachers were of significance for ascertaining the adolescent's performance. Parents, friends and other related people are responsible to make the difference in adolescents' life.

### 3. Methodology

The relationship of self - esteem and academic achievement among adolescents was done in an uncontrolled environment. For the execution of the investigation, nothing has been done to manipulate the variables or exercise rigorous control over the variables to study the effect of independent variable on dependent variable. In the present study, descriptive research methodology was deemed appropriate and suitable as per the objectives and proposed hypothesis.

#### 3.1 Population

The term 'population' implies events, objects, people and places depending on the object of the inquiry. It is the population from which sample is drawn. It can be said that improper understanding of the population leads to confusion in the selection of the units while selecting the sample from the population. In the present investigation, adolescents of class 9<sup>th</sup> and 10<sup>th</sup> enrolled in various schools in the

jurisdiction of Karnal municipality in Haryana state comprised the population for the investigations.

#### 3.2 Sample

A 'sample' is part of population which is selected for the purpose of the study. Good sample is the prerequisite for quality research. The underlying logic of the sampling is that an observation made on cross - section of a population may be extended to the whole population without any loss of holistic representation. A good sample is marked by three basic characteristics viz. freedom from bias (objectivity), representativeness and adequacy in terms of its size.

Karnal (administrative district headquarter) is one of the 22 districts of Haryana state constitutes the National Capital Region (NCR) of India was selected for the study (Fig.1.0 and 2.0). Eight schools namely Delhi Public School, St. Theresa Covent Public School, Dyal Public School, Partap Public School, DAV School, Millennium Public School, Sant Nikamal Public School and Guru TegBahadur Public School operational in municipality area of the Karnal city were selected. The schools selected for the collection of data are affiliated to CBSE and ICSE boards. The demography of schools with the total number of respondents is presented in fig.3.0. The sample of the study was 611 adolescents (281 boys and 330 girls) of 9<sup>th</sup> and 10<sup>th</sup> grades students drawn by random cluster method of sampling since pure random sampling was not possible. The highest and lowest number of responses was from Delhi Public School and Guru TegBahadur Public School, respectively.

#### 3.3 Data Collection

Data were collected by Rosenberg Self Esteem Scale, only after establishing the rapport with school authorities and the target groups. Respondents were asked to give the responses to the statements through the online survey web link which was user friendly and compatible to androids and iOS.

#### 3.4 Variables of the Study

Variables are those which differ and/or change from individual to individual and/or from state of affairs. The variables being used in the present study are as follows:

##### 3.4.1 Independent Variable

It operates either within an individual or within the environment of an individual to persuade their behaviour. It is commonly designated as 'stimulus' or 'input' variable. With reference to experimental method of research, it is the factor which is measured or selected by the researcher to work out its relationship with an observed phenomenon. Self - esteem was taken as independent variable for the present study.

##### 3.4.2 Dependent variable

It referred to as 'response' or 'output' variable. It is the factor which is observed to determine the effect of the independent variable. Academic achievement was taken as dependent variable for the present study.

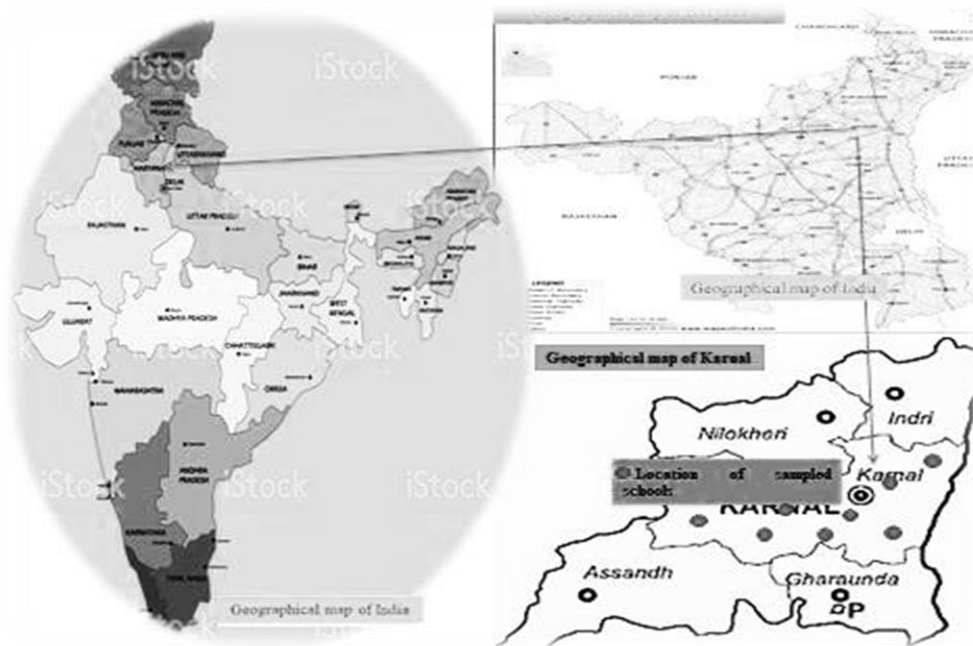


Figure 1: Geographical locations of survey

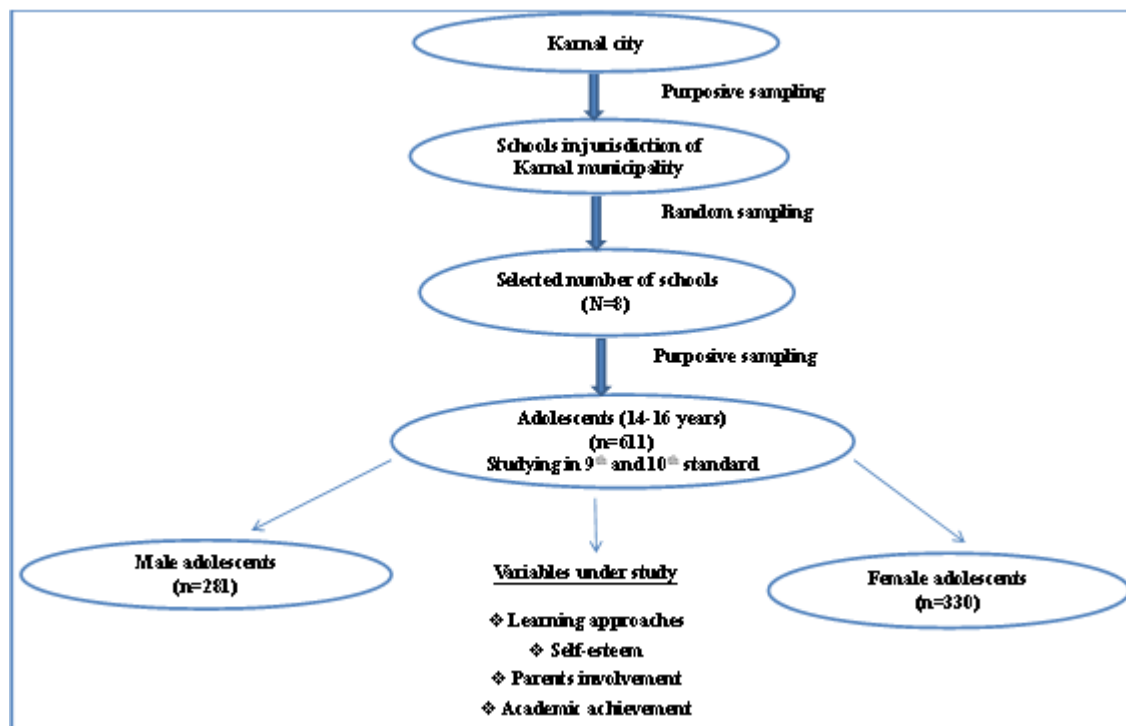


Figure 2: Flow chart of data collection

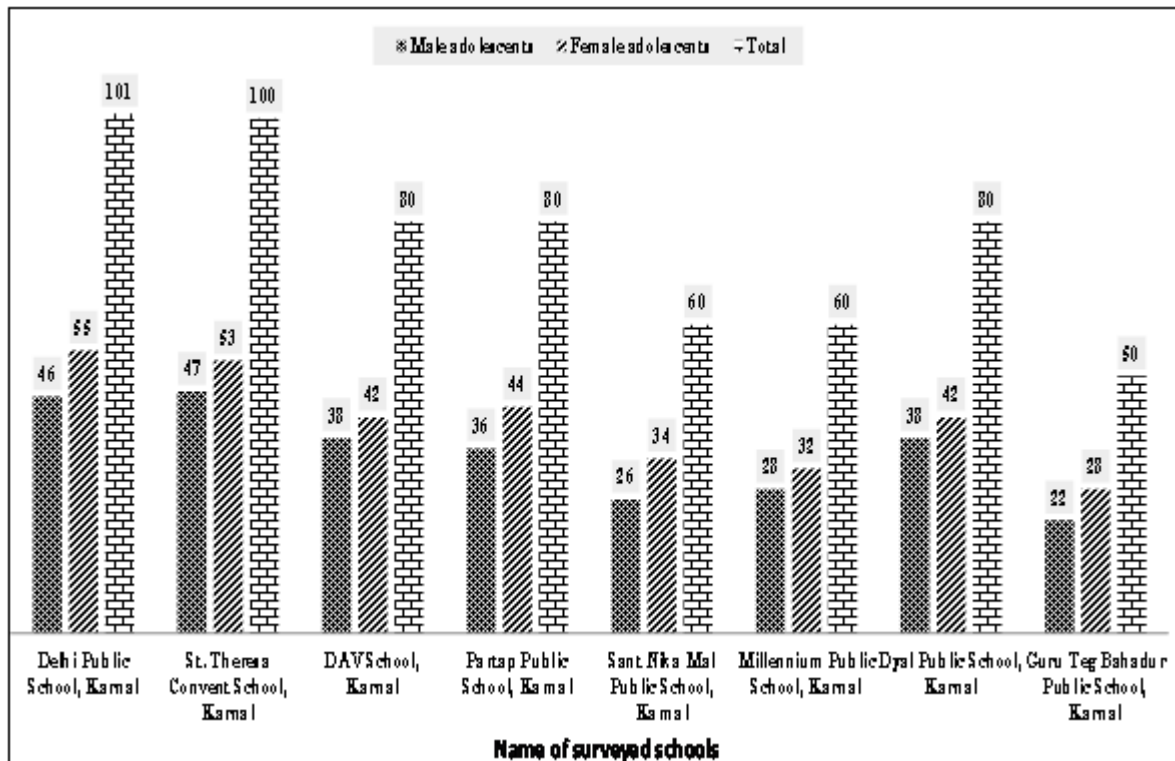


Figure 3: Geographical locations of survey and population size

3.5 Tools used

In setting up stage of the investigation, investigator weighs the merits of different research methodologies in context of the proposed hypothesis under the purview of the study. After proper examining of the available tools, the best ones were chosen as per their suitability. Modifications were also made in the existing protocols as per the need of the local environment and objectives of the study. In the present investigation, tools which are already available in the public domains were used without any modifications.

Rosenberg’s Self - Esteem Scale was used in the present study. This scale have 10 items each with 1 to 4 score ‘strongly agree’ to ‘strongly disagree’ on the choice range. The scoring system was based on 5 Likert scale. On this scale, a high numerical score indicates high self - esteem and vice - versa. A score of 10 is minimum and represents the low self - esteem while maximum is 40 representing high self - esteem. Rosenberg (1965) reported the reproducibility of the scale to be 92 per cent with a test - retest reliability value of 0.85.

Reliability of ‘Self - Esteem Scale’ of Rosenberg in Indian conditions was tested from a sample of 75 adolescents with 10 days interval. Its reliability was of higher order in the present investigation. The obtained correlation was 0.73, indicating higher reliability. This entrusts the applicability of the scale in Indian conditions. Response questionnaire of the Rosenberg Self - Esteem is given in Appendix 1.

3.6 Group Formation of Adolescents

Population sample of students based on responses was classified into three groups viz. high, average and low self - esteem adolescents by using the M+ISD formula.

Adolescents with score of M+ISD and/or above were grouped into high self - esteem category and below score were put under low self - esteem category. The students in between low and high score were taken as average self - esteem adolescents. The details of total mean score and standard deviation (SD) of each high, average and low academic achiever groups are as:

Total Sample Mean = 3.96

Standard Deviation (S. D.) = 1.03

- 1) High Academic Achiever = 4.99 and above
- 2) Average Academic Achiever = 2.94 to 4.98
- 3) Low Academic Achiever = 2.93 and below

3.7 Data Analysis

The obtained data were tabulated, scored and analyzed in accordance with the proposed hypothesis to draw meaningful and conclusive inferences about the effect of self - esteem on academic achievement of adolescents in the study area. The data were analyzed using descriptive and inference statistical techniques, explained here as under:

3.7.1 Arithmetic Mean

Arithmetic mean was obtained by adding up all the scores and dividing their total by number of observations.

$$\bar{X} = \frac{\sum X_i}{N}$$

Where,

$\bar{X}$  = Arithmetic mean

$X_i$  = Scores obtained

$N$  = Number of items

3.7.2 Standard Deviation (S. D.)

Standard deviation is the most widely used measure of dispersion of a series. It is defined as the square root of

arithmetic mean of the squares of deviations of an individual observation from their arithmetic mean. It was worked out by the following formula:

$$S.D. = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

Where,

S. D. = Standard Deviation

X = Individual observations

$\bar{X}$  = Mean of X values

N = Number of items

### 3.7.3 Analysis of Variance (ANOVA) /F - test

Analysis of variance is a simple arithmetical process of sorting out the components of variation in given data. It is a tool by which the total variation may be split into several physically assignable components. It is applied to observe the statistical differences in more than two means. The values of various statistical tests that were used to check the level of significance were compared with the critical values given in the statistical tests. If the calculated value is more than table value, it shows that there is significant difference in means/percentages.

### 3.7.4 't' test

The index used to find out the significance of difference between the means of the two samples is called 't' test. 't' ratio formula is given here as under:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$S = \sqrt{\frac{\sum_{i=1}^{n_1} (X_i - \bar{X}_1)^2 + \sum_{j=1}^{n_2} (X_j - \bar{X}_2)^2}{n_1 + n_2 - 2}}$$

Where,

$X_1$  = Mean score of group 1,  $X_2$  = Mean score of group 2,  $n_1$  = Number of subjects in group 1,  $n_2$  = Number of subjects in group 2, t = Value of t statistical,  $n_1 + n_2 - 2$  = Degree of freedom

't' test was done to find out the significance among the three academic groups under the influence of independent variables (self - esteem) among adolescents.

## 4. Results and Discussion

Evaluation of adolescent's self - esteem can be an effective way to improve their academic achievement. It is well proven that self - esteem plays a crucial role in learning of the students which reflects in the academic performance. Students with high self - esteem remain academically ahead than low self - esteem ones. Relationship of self - esteem and academic achievement remains indistinct with number of clarification points. Here in this section, all the data generated with respect to three groups of self - esteem (high, average and low) are narrated and discussed with the three academic achiever groups of (high, average and low) in regulation of academic achievements of adolescents.

### 4.1 High Self - Esteem with Academic Achievement among Adolescents

A summary of Analysis of Variance (ANOVA) with respect to high self - esteem and high, average and low academic achievers is given in table 1.0. It reveals that the obtained F - ratio of 11.7 is statistically significant at  $p < 0.01$ ,  $df = 2$  and 130 between and within the groups of academic achievers among adolescents. It infers that high self - esteem significantly influenced in all three (high, average and low) academic achiever groups in the study sample. The Mean Sum of Squares was 0.21 and 1.67 between and within the groups, respectively. In other words, it can be interpreted as there was a significant difference in the mean scores of the respective groups with each other and with respect to high self - esteem. Hence, the research hypothesis affirming that 'Adolescents with high, average and low academic achievements will show significant differences in relation to high self - esteem (HSE)' was accepted and confirmed.

**Table 1:** Summary of Analysis of Variance for scores of High Self - Esteem with respect to three Academic Achievement groups of adolescents

Source of variation	Sum of Squares	Degree of freedom (df)	Mean Sum of Squares (MSS)	F - ratio
SS <sub>B</sub> (Between groups)	0.21	2	0.11	11.7**
SS <sub>W</sub> (Within groups)	1.67	130	0.01	
SS <sub>T</sub> (Total)	1.38	132		

(\*\* Significant at 0.01 level)

**Table 2:** Significance of difference in the Mean Scores of High Self - Esteem with respect to three Academic Achievement groups of adolescents

S. No.	Groups	N	Mean	SD	Compared groups	df	't'
1.	High achiever	13	2.62	0.093	1 & 2	97	1.58**
2.	Average achiever	86	2.57	0.099	1 & 3	45	4.49**
3.	Low achiever	34	2.49	0.083	2 & 3	118	4.14**

(\*\* Significant at 0.01 level)

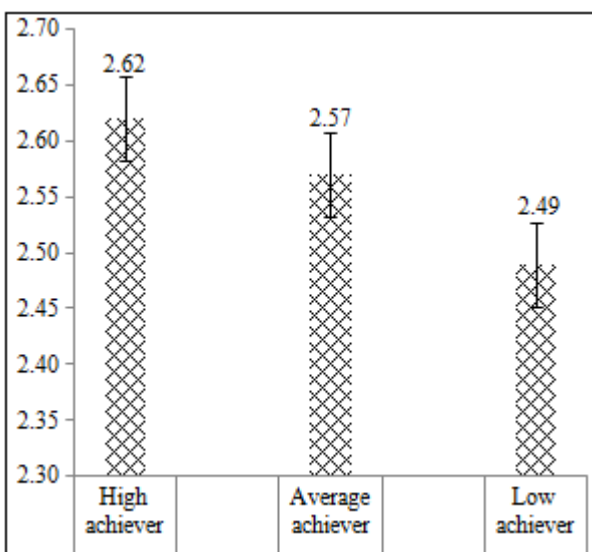
To know the exact source of the mean difference, 't' test was done and the obtained data are presented in table 2.0. The 't' test of the mean scores were statistically significant at  $p < 0.01$  level among all the three achiever groups of adolescents. High and low achiever groups gave 't' value of 1.58 ( $p < 0.01$ ,  $df = 97$  with  $N = 13$ ) upon comparing their mean scores of adolescents with high self - esteem. Similarly, the 't' values of high (4.49) and average (4.14) with low achiever groups showed significance among groups for academic achievements. This means that high self - esteem adolescents among high, average and low academic achievers differed significantly with respect to their mean scores of the respective group. The mean scores of each group are also given in graphical form in Figure 4 which shows the decreasing trend from high to low academic achiever group. The high achiever group gave the highest mean score (2.62) followed by average (2.57) and then low (2.49) achiever group with high self - esteem adolescents. In other words, the mean score data can be interpreted as the adolescents with high self - esteem achieved higher

academic grades than average and low achiever groups among adolescents. High achiever group emerged as superior to average and low achiever groups with respect to the mean scores of high self - esteem adolescents. High self - esteem can be taken as positive stimulus in increasing the academic achievement of the adolescents.

**4.2 Average Self - Esteem and Academic Achievement among Adolescents**

The data obtained with respect to high, average and low academic achievers among adolescents with average self - esteem are presented in table 3.0 after doing the one - way - Analysis of Variance (ANOVA). It is observed that the F - ratio (52.5) of average self - esteem with high, average and low academic achiever was statistically significant at  $p < 0.01$  level of significance with  $df = 2, 416$  and total 418 between and within the groups. The Mean Sum of Squares is 0.58 and 0.01 between the groups and within the group of adolescents, respectively. This means that academic achiever groups showed significant differences in mean scores of average self - esteem adolescents. Hence, the research hypothesis stating that ‘Adolescents with high, average and low academic achievements will show significant differences in relation to average self - esteem (ASE)’ was accepted and confirmed, henceforth based on the significance of the data among the adolescents groups.

Further, ‘t’ test was done to affirm the exact variation in the mean scores of the groups from the average self - esteem adolescents. The table 4.0 exhibits that the first ‘t’ value between high and average achiever group is - 6.37, showing the statistically significance at  $p < 0.01$ ,  $df = 345$  and  $N = 76$ . Consecutively, the second (- 12.6) and the third (- 6.03) ‘t’ value are also significant with their respective group of academic achievement. It is evident from the data that all the three groups gave statistically significant mean score value with each other namely high and average, high and low and average and low compared groups in reference to academic achievements.



**Figure 4:** Difference in the mean scores of adolescents with high self - esteem against high, average and low academic achievement groups

The mean scores of each achiever group are presented in graphical form in Figure 5.0 showing the increasing trend from high to low academic achiever group. The highest mean score (2.46) was reported with low academic group and lowest (2.28) with high achiever group. The average group mean score was 2.37 and found in between high and low achiever groups of adolescents. It can be inferred from the obtained data that adolescents with average self - esteem are largely low performer in giving the academic grades. The majority of the adolescents with average self - esteem are categorized in low and average performing groups based on academic achievement. The high academic achiever group gave lowest value of mean scores with average self - esteem, confirming its inverse relationship with academic achievement. In other words, it can be said that average self - esteem may not be additive in achieving the higher grades among adolescents.

**Table 3:** Summary of Analysis of Variance for scores of average Self - Esteem with respect to three academic achievement groups of adolescents

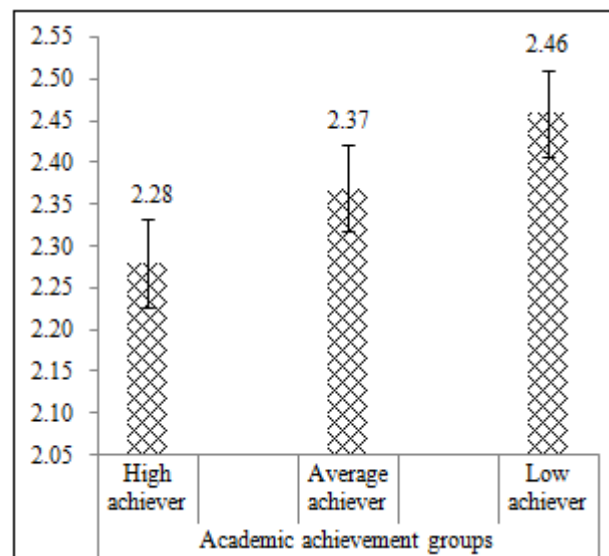
Source of variation	Sum of Squares	Degree of freedom (df)	Mean Sum of Squares (MSS)	F - ratio
SS <sub>B</sub> (Between groups)	1.16	2	0.58	52.5**
SS <sub>W</sub> (Within groups)	4.59	416	0.01	
SS <sub>T</sub> (Total)	5.74	418		

(\*\* Significant at 0.01 level)

**Table 4:** Significance of difference in the Mean Scores of average Self - Esteem with respect to three academic achievement groups of adolescents

S. No.	Groups	N	Mean	SD	Compared groups	df	‘t’
1.	High achiever	76	2.28	0.094	1 & 2	345	- 6.37**
2.	Average achiever	271	2.37	0.114	1 & 3	146	- 12.6**
3.	Low achiever	72	2.46	0.075	2 & 3	341	- 6.03**

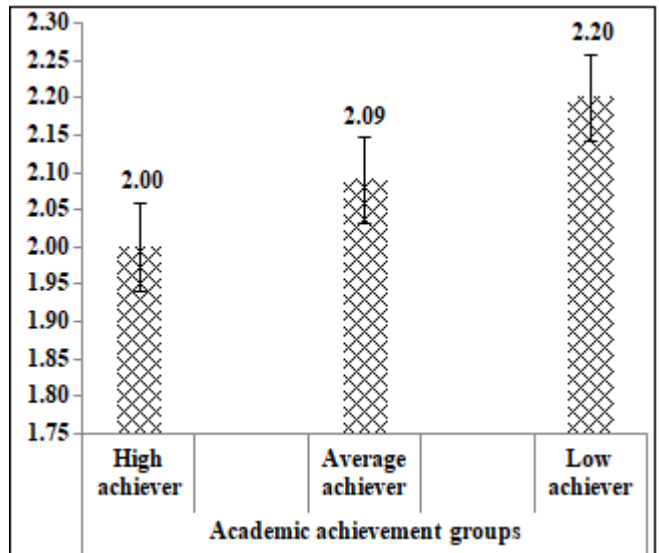
(\*\* Significant at 0.01 level)



**Figure 5:** Difference in the mean scores of average self - esteem with respect to high, average and low academic achievement groups among adolescents

**4.3 Low Self - Esteem and Academic Achievement among Adolescents**

A summary of Analysis of Variance (ANOVA) with respect to low self - esteem and high, average and low academic achievers is given in table 5.0. It reveals that the obtained F - ratio of 5.03 is statistically significant at  $p < 0.01$ ,  $df = 2$  and 56 between the groups and within the groups of academic achievers among low self - esteem adolescents. It infers that low self - esteem significantly influenced in all three (high, average and low) academic achiever groups in the study sample. The Mean Sum of Squares (MSS) was 0.10 and 0.02 between the groups and within the group, respectively. In other words, it can be interpreted as there were significant differences in the mean scores of the respective groups with each other in reference to academic achievement. Hence, the research hypothesis affirming that 'Adolescents with high, average and low academic achievements will show significant differences in relation to low self - esteem (LSE)' was accepted and confirmed. To know the exact source of the mean difference, 't' test was done and the obtained data are presented in table 6.0. The 't' test of mean scores was statistically significant at  $p < 0.01$  level among all the three achiever groups of adolescents. High and low achiever groups gave 't' value of - 2.70 at  $p < 0.01$ ,  $df = 53$  with  $N = 27$  upon comparing their mean scores of adolescents with low self - esteem. Similarly, the 't' value of high and average and average and low achiever groups are - 1.98 ( $p < 0.01$ ,  $df = 29$ ,  $N = 28$ ) and - 1.70 ( $p < 0.01$ ,  $df = 30$ ,  $N = 4$ ) and showed statistically significance among the groups. This means that low self - esteem adolescents among high, average and low academic achievers are differed significantly with respect to their mean scores of the respective groups. The mean scores of each group are also given in graphical form in Figure 6.0 which shows the increasing trend from high to low academic achiever group. The low achiever group gave highest mean score (2.20) followed by average (2.09) and low (2.00) achiever group with low self - esteem adolescents. In other words, the mean score data can be interpreted as the adolescents with low self - esteem achieved lower academic grades than average and high achiever groups among adolescents.



**Figure 6:** Difference in the mean scores of low self - esteem with respect to high, average and low academic achievement groups among adolescents

Low achiever group emerged more dominant group than average and high achiever groups with respect to mean scores of low self - esteem adolescents. Low self - esteem can be taken as a negative stimulus with respect to academic achievement of the adolescents.

Self - esteem has gained significance in the background of the outcomes of numerous studies on the pretext that high self - esteem causes numerous positive changes in adolescents especially in giving good academic performance. The data curated under present investigation support that adolescents with high self - esteem are better performer in their academic venture than the adolescents with average and low self - esteem. In other words, the mean scores are higher with high self - esteem adolescents and lower in case of average and low self - esteem (Fig.4, 5 and 6) with respect to the high, average and low academic achievers. The obtained results are in line with the numerous studies advocating that self - esteem is positively correlated with academic performance across the globe. Hansford and Hattie (1982) in their meta - analysis investigation of 128 studies of achievement tests with more than two lakhs respondents concluded with a positive note that self - esteem and academic performance related significantly with each other and gave 4.0 and 7.0 per cent of variance in academic performance. The correlations varied widely ranging from - 0.77 to +0.96 with average of between + 0.21 and +0.26. Similarly, Bloom (1997) reported that academic achievement and self - esteem were generally correlated with each other. In general, the students with high self - esteem view themselves as active and capable to set high goals, there by learning new things. Wiggins, 1987 also reported similar results of significant correlation with the grades of the students. Irene (2014) found very high positive correlation between self - esteem and academic achievement based on descriptive research methodology along with correlation of descriptive and inferential statistics. Mamat (2016) revealed that self - esteem and academic achievement of adolescents affected significantly to each other. On similar lines, Alam (2013) reported that self - esteem affects academic performance of school going children. Aryana

**Table 5:** Summary of Analysis of Variance for scores of low Self - Esteem with respect to three academic achievement groups of adolescents

Source of variation	Sum of Squares	Degree of freedom (df)	Mean Sum of Squares (MSS)	F - ratio
SS <sub>B</sub> (Between groups)	0.20	2	0.10	5.03**
SS <sub>W</sub> (Within groups)	1.12	56	0.02	
SS <sub>T</sub> (Total)	1.32	58		

(\*\* Significant at 0.01 level)

**Table 6:** Significance of difference in the mean scores of low self - esteem with respect to three academic achievement groups of adolescents

S. No.	Groups	N	Mean	SD	Compared groups	df	't'
1.	High achiever	27	2.00	0.17	1 & 2	53	- 2.70**
2.	Average achiever	28	2.09	0.07	1 & 3	29	- 1.98**
3.	Low achiever	4	2.20	0.29	2 & 3	30	- 1.70**

(\*\* Significant at 0.01 level)



(2010) advocated that high self - esteem is an important factor for strengthening and predicting academic achievement of students. It's the opportunity for students and teachers to understand that failure is due to lack of efforts rather than ability, making them to overcome their failure through consistence efforts without developing an attitude of helplessness that is generally seen in low self - esteem students. Significant differences were observed between academic achievement of rural and urban adolescents where in urban adolescents performed better to rural adolescents (Joshi, 2009). High self - esteem resulted in better academic achievement and vice - versa i. e. low self - esteem gave poor academic achievement. Significant relationship between components of susceptibility and competence with academic achievement was observed (Doodmanet. al.2017). Alokaneet. al. (2014) confirmed that the difference in the academic performance of students with high and low self - esteem was significant through descriptive research design. They further concluded that students with high self - esteem performed better in school work rather than the students with low self - esteem as per the lines of the results of the present investigation. The other researchers have similar lines of recommendations that self - esteem is a better predictor in academic achievement and high self - esteem gave higher academic achievement than average and low self - esteem students (Ogoamaka et. al.2018, Humaira and Muhammad, 2016, Joshi and Srivastava, 2009, Kustati et. al.2017, D'Mello et. al.2018, Sheykhjan et. al.2014, Moneva et. al. 2020 and Padhy et. al.2011)

Common research has proved that the best way to improve the academic achievement of students is to enhance their self - esteem (Rubieet. al.2004). High self - esteem plays a pivotal role in inculcating the sense of personal as well as social responsibility. High achievers tend to be more confident in doing things than lower achievers. Self-esteem has powerful relation with happiness whereas low self - esteem will lead to depression (Roy and Baumeister, 2003). Students with low self - esteem seem to be more dependent on their parents and gave low academic achievement (Srivastava, 2009). The outcomes of the majority of the research works stated that high self - esteem can be a desirable trait in academic work as team mates and in social circles among friends. Self - esteem is an important aspect of an individual's identity. It affects persons deeply and eventually which regulates their attainments and growth in all aspects of life. Certain circumstances have a long lasting impact on life, particularly those with negative effect. Out of them, only a few have the role in decreasing a person's self - esteem at one or the other point. The most common cause for reduction in self - esteem was inability to meet academic expectations of self, parents and teachers. As a result, it could be seen that expectations and pressure posed by the society to be the best in academics is a matter of concern for the Indian students. These may be the reasons, in support of the data generated under present investigation to work - out the relationship of self - esteem and academic achievement among adolescents.

## 5. Conclusion

Self - esteem differed significantly concerning academic achievement, resulting in giving a higher academic performance of high self - esteem than average and low self - esteem in adolescents. The study recommends that high self - esteem had a positive significance on academic achievement of adolescents. However, low performers in terms of academic achievement gave negative relation with the academic performance. Therefore, there is a need to encourage low performing adolescents to bein high self - esteem modeto make them better performer, decision maker and successful in handling any future challenges to lay the stepping stone of healthy society, as everyone desires.

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## Appendix 1

### Self - Esteem Questionnaire

S. No.	Statements	Numbers			
1.	I feel that I and am a person of which at least on an equal plane with others.	4	3	2	1
2.	I feel that I have a number of good qualities.	4	3	2	1
3.	All in all, I am inclined to feel that I am a failure.	4	3	2	1
4.	I am able to do things as well as most people.	4	3	2	1
5.	I feel that I do not have much to be proud of.	4	3	2	1
6.	I take a positive attitude towards myself.	4	3	2	1
7.	On the whole, I am satisfied with myself.	4	3	2	1
8.	I wish I could have more respect for myself.	4	3	2	1
9.	I certainly feel useless at times.	4	3	2	1
10.	At times I think I am not good at all.	4	3	2	1