

ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO THEIR SELF-ESTEEM

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Abstract:

In this study an attempt has been made to investigate the relationship between Academic Achievement and Self-esteem. The study was carried out on a sample of 800 Adolescents of class 9th including government and private secondary schools of Haryana state. Academic Achievement scores were obtained from annual examination of class 8th affiliated to board of school education Haryana. Self-esteem inventory developed by M.S. Prasad and G.P.Thakur was used the means, S.Ds, Correlation and 't' test was calculated to fulfill the objectives. The result revealed that there is significant positive relationship between Academic Achievement and Self-esteem of Adolescents on Academic Achievement. There exist no significant difference between low Self-esteem government and private schools Adolescents on Academic Achievement.

The world is becoming more and more competitive, & quality of academic performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools in general the education system as whole. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their academic achievement. Our self-esteem is very dependent on factors within our environment. It is formed as a result of our years of experiences (especially the early ones). It could be said that one's eyes and ears record the messages they receive from others, especially those most important to them. Because one's unconscious mind accepts all words and emotions as facts no matter how legitimate or based in reality, one's self-esteem is being continuously constructed and reconstructed by what is encountered in the mirror of others verbal and non-verbal messages. In psychology, the term **self-esteem** is used to describe a person's overall sense of self-worth or personal value. Self-esteem is often seems as a personality [trait](#), which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors.

Objectives of the Study

1. To find out the relationship between Academic Achievement and Self-esteem of Adolescents.
2. To find out the difference between high Self-esteem Adolescents and low Self-esteem Adolescents on Academic Achievement.
3. To find out the difference between high Self-esteem government school Adolescents and high Self-esteem private school Adolescents on Academic Achievement.

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4. To find out the difference between low Self-esteem government school Adolescents and low Self-esteem private school Adolescents on Academic Achievement.

Hypothesis of the Study

1. There is no significant relationship between Academic Achievement and Self-esteem of Adolescents.
2. There is no significant difference between high Self-esteem Adolescents and low Self-esteem Adolescents on Academic Achievement.
3. There is no significant difference between high Self-esteem government school Adolescents and high self-esteem Private school Adolescents on Academic Achievement.
4. There is no significant difference between low self-esteem government school Adolescents and low Self-esteem private school Adolescents on Academic Achievement.

Sample

The sample was consisting of 800 subjects of class 9th from Haryana including government and private senior secondary schools of Haryana state.

Tools

The following tools were used by the investigator in the present study.

- (i) Academic Achievement Scores were obtained from annual examination result of class VIII

Students of schools affiliated to Board of School Education, Haryana.

- (ii) Self-esteem Inventory developed by Prasad & Thakur.

Research Method

Descriptive survey method was used for the study.

Data Analysis and Interpretation

Table 1

Relationship Between Academic Achievement and Self-Esteem of Adolescents

Variable	Size of the sample (N)	Pearson's correlation coefficient (r)	Level of significance	Result
Academic Achievement Vs Self-esteem	800	Positive 0 .80**	0.01	Significant
df = 798 * Value of significant at 0.05 level = .088 ** Value of significant at 0.01 level = .115				

It was revealed from the table 1 that the value of coefficient of correlation between Academic Achievement and Self-esteem of Adolescents was found 0.80 It represents a significant positive relationship between two variables. The obtained coefficient of correlation is found to be significant at 0.01 level of significance. It seems fair to interpret that the Academic Achievement

and Self-esteem are positively **related** to each other. Thus the null hypothesis 1, i.e. “There is no significant relationship between Academic Achievement and Self-esteem of Adolescents” is **rejected**. It implies that **significant bond** of correlation exists between these two sets of variables, i.e., Academic Achievement and Self-esteem of Adolescents.

Table 2

Comparison of High Self-Esteem Adolescents and Low Self-Esteem Adolescents on academic Achievement

Groups	N	M	S.D	t-Value	Level of significance	Result
High Self esteem Adolescents	205	137.68	8.59	10.60*	0.01	Significant
Low Self-esteem Adolescents	195	128.35	9.02			
df = 398 *Value of significant at 0.05 level=1.97 **Value of significant at 0.01 level =2.59						

Table 2 reveals that the mean score of **high** Self-esteem Adolescents & **low** Self-esteem Adolescents are 137.68 and 128.35 with S.D 8.59 and 9.02 respectively. The t-value is 10.60 which is significant at 0.01 level. The null hypothesis “There is no significant difference between high Self-esteem Adolescents and low Self-esteem Adolescents on Academic Achievement” is **rejected**. Thus there **exists** a significant difference between **high** Self-esteem Adolescents & **low** Self-esteem Adolescents on Academic Achievement.

Table 3

Comparison of High Self-Esteem Government Schools Adolescents and High Self-Esteem Private Schools Adolescents on Academic Achievement

Groups	N	M	S.D	t-Value	Level of significance	Result
High Self-esteem government schools Adolescent	99	144.65	9.63	4.35**	0.01	Significant
High Self-esteem private schools Adolescents	98	139.52	6.78			
df =195 *Value of significant at 0.05 level=1.97 **Value of significant at 0.01 level=2.60						

Table 3 reveals that the mean scores of **high** Self-esteem **government** schools Adolescents & **high** Self-esteem **private** schools Adolescents are 144.65 and 139.52 with S.D 9.63 and 6.78 respectively. The t-value is 4.35 which is significant at 0.01 level. The null hypothesis “There is no significant difference between high Self-esteem governments schools Adolescents and high Self-esteem private schools Adolescents on Academic Achievement” is **rejected**. Thus there **exists** a significant difference between **high** Self-esteem **government** & **private** schools Adolescents on Academic Achievement.

Table 4**Comparison of Low Self-Esteem Government Schools Adolescents and Low Self-Esteem Private Schools Adolescents on Academic Achievement**

Groups	N	M	S.D	t-Value	Level of significance	Result
Low Self-esteem government schools Adolescents	101	118.63	8.99	1.34**	0.01	Not Significant
Low Self-esteem private schools Adolescents	102	120.35	9.28			
df = 201 *Value of significant at 0.05 level=1.97 **Value of significant at 0.01level=2.60						

Table 4 reveals that the mean score of **low Self- esteem government** and **private** schools Adolescents are 118.63 and 120.35 with S.D 8.99 and 9.28 respectively. The t-value is 1.34, which is not significant at 0.01 levels. The null hypothesis “There is no significant difference between low Self-esteem government schools Adolescents and low Self-esteem private schools Adolescents on Academic Achievement” is **retained**. Thus there **exists no** significant difference between **low Self-esteem government** and **private** schools Adolescents on Academic Achievement.

Conclusion

On the basis of the above findings following conclusions and discussions have been drawn by the investigator:-

There is significant positive relationship between Academic Achievement and Self-esteem of Adolescents. The present study gives direction that there is a **positive relationship** between **Academic Achievement** and **Self-esteem** of 9th. Standard Adolescents of South Haryana in district Rewari, Gurgaon and Mohindergarh where as a study was conducted by Mohan.(1988) that there was a **positive relationship** existed between **Scholastic achievement** and **Self-esteem**.

The mean **high Self-esteem** scores of Adolescents is significantly higher than that of **low self-esteem** Adolescents on Academic Achievement.

The mean **low Self-esteem** scores of **government** schools adolescents is **not significantly** different than that of **low Self-esteem private** schools Adolescents on Academic Achievement.

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