A STUDY ON SELF ESTEEM IN RELATION TO ACADEMIC ACHIEVEMENT AMONG 9th STANDARD STUDENTS IN KARUR DISTRICT.

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Received: 02, July 2014 Accepted: 17, Sep. 2014.

Abstract
The present study is on self esteem in relation to academic achievement among 9th standard students in Karur District. This study was conducted in Karur district in Tamil Nadu and survey method was employed. 200 students were selected by adopting simple random sampling technique as sample, in which 98 were boys and 102 were girls, 100 students from rural and 100 students from urban schools. The investigator has found that the self esteem of 9th standard students is average. Academic achievement of students is average. Also it reveals that there is significant correlation and positive relationship exists between self esteem and academic achievement.

Keywords: Self-esteem, Academic achievement, Survey method and Dynamic process.

INTRODUCTION

Education is a dynamic 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 on an individual. Education should be aimed at creation of self-reliance among students undertake entrepreneurship and to be employment generators rather than employment seekers and further states that the education system has a tremendous responsibility to transform a child into a leader.

Self esteem is the way to one feels about oneself, including the degree to which one processes self-respect and self-acceptance. Learning is important for all students not just students and those like themselves involved in teaching. They will need to learn constantly and upgrading their skills, not to mention distance learning opportunities as well. Self esteem and education are closely linked. Simply without self esteem they will not learn. Their level of self esteem during the course of study they choose will determine how quickly they learn and how much they remember and will directly affect their motivation for study.

Achievement is a term used to indicate the degree of level of success attained in some general or specified area. It represents the acquirements of knowledge or skilled may employ the ability to make appropriate use of such knowledge or skill in a variety of present and future situations. Academic achievement helps in declaring examines successful or unsuccessful, choosing students for various professional and academic courses and selecting candidates for different jobs. It is new common practice to promote students from one class to another class on the basis of academic achievement.

Researches on academic achievements to demonstrate that school success and failure is a function of total personality of the child with its various system, qualities, behavioral trends and tendencies, problems and patterns of adjustment which are the complex products of an interaction between the individual himself and other persons in his environment involving differential and various emotional operations. Therefore the investigator aims to study self esteem in relation to academic achievement among 9th standard students in karur district.

REVIEW OF RELATED LITERATURE

Marsh, Byrne, and Yeung (1999), research has validated the assumption that high self-esteem is associated with educational achievement that ability levels may influence depressive symptoms and levels of self-esteem.

Alves-Martins et al. (2002) revealed that Evidence for the reciprocal nature of self-esteem and adolescent academic achievement has been found by some researchers, but findings are not consistent across studies nor documented as well as the birectional influence between domain specific self-concept and academic achievement. For instance, a study of 838 secondary students in the United States has found a significant relationship between self-esteem and academic achievement for seventh-grade students, but not for ninth-grade.

Trautwein et al. (2006) studies stated that in a rigorous longitudinal test of the interrelationships among self-esteem, self-concept and academic achievement based on a large sample of East and West German seventh-graders, Trautwein and colleagues found that prior self-concept significantly predicted later achievement and prior achievement significantly predicted later mathematics self-concept; however, a reciprocal relationship between self-esteem and academic achievement was not found.

Tashakkori (1993) found that A study of 643 African-American and white adolescents in the rural south, academic self-beliefs were not a strong predictor of self-esteem; however, self-beliefs about social standing and relationships carried more weight.

Ross and Broh (2000) have found in an analysis of data from the National Educational Longitudinal Study in the United States that a sense of personal control affects subsequent academic achievement but self-esteem does not. They also stated that Self-efficacy and self-esteem are often found to be related, the increasing evidence revealing the positive effect from student self-efficacy for academic...
success does not likewise demonstrate a direct positive influence from self-esteem on school achievement. Pajares(1996) found that Personal control has also been found to be related to self-efficacy which has shown to require a certain level of positive self-evaluations to maintain self-efficacy.

Helm (2007) stated that a positive self-esteem has been viewed as a desirable attribute for students, and therefore studies investigating self-esteem measures often note the important influence of teacher dispositions.

Garcia-Reid, Reid, and Peterson (2005) Studies revealed in urban schools have revealed the significance of teacher support for middle school students’ academic engagement and the subsequent influence this support has on academic self-concept. FikretSoyer (2011) has conducted a study on “The relation between success motivation and self esteem in sports”. The study was conducted with a sample of 467 athletes (275 male and 192 female) from 14 sport branches in Turkey. The results of the study revealed that there was a significant correlation between self esteem and gender. There was also a significant relation between self esteem values of athletes in team sports as well as in individual sports. And also there was a positive relation between motivation to succeed and self esteem.

**Objectives**

1. To find out the level of self esteem and academic achievement of 9th standard students.
2. To infer the difference, if any, in self esteem and academic achievement scores between boys and girls and students of rural and urban schools.
3. To find out the significant relationship between self esteem and academic achievement of 9th standard students.

**Hypotheses**

1. The level of self esteem of 9th standard students is high.
2. The academic achievement of 9th standard students is high.
3. There is no significant difference between boys and girls, rural and urban schools in their mean self esteem scores.
4. There is no significant difference between boys and girls, rural and urban schools in their mean academic achievement scores.
5. There is a significant relationship between self esteem and academic achievement of 9th standard students.

**METHODOLOGY**

**Sample**

The study was conducted in Karur district in Tamil Nadu and survey method was employed. The sample was divided into different categories on the basis of gender and location of school. From 6 schools 200 samples were selected. Out of these 200, 98 were boys and 102 were girls, 100 students from rural and 100 students from urban schools, were selected by simple random sampling technique.

**Tools**

Self esteem inventory was constructed and validated by Murugan. K (2014) was used in the present investigation. It consists of 95 statements with five point scale, to measure self-esteem of the students. The minimum score for the tool is 95 and maximum score of the tool is 475. High score indicates high self esteem. The percentage of marks secured in the half early examination was used as the students’ achievement score.

**Statistical Technique**

For analysing data, mean and standard deviation, ‘t’ test, and Pearson product moment correlation were computed.

**ANALYSIS AND INTERPRETATION**

**Descriptive Analysis**

Mean and standard deviation for self esteem of whole sample were analysed and the details are given in Table 1

**Table 1**

Mean and standard deviation for self esteem of whole sample

<table>
<thead>
<tr>
<th>S.No</th>
<th>Group</th>
<th>Variable</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entire sample</td>
<td>Self esteem</td>
<td>271.41</td>
<td>40.55</td>
</tr>
</tbody>
</table>

It is cleared from the Table 1 that the self esteem mean score of 9th standard students is 271.41 and standard deviation is 40.55, which indicates average level of self esteem.

On the basis of achievement scores, students have been classified into high, average and low achievers. Which are given in Table 2.

<p>| Table(2) Classification of students on the basis of academic achievement |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|</p>
<table>
<thead>
<tr>
<th>Group</th>
<th>Method</th>
<th>Mean</th>
<th>SD</th>
<th>Score</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High achievers</td>
<td>Mean</td>
<td>63.58</td>
<td>+</td>
<td>13.32</td>
</tr>
<tr>
<td>2</td>
<td>Average achievers</td>
<td>In between scores</td>
<td>-</td>
<td>-</td>
<td>51 to 76</td>
</tr>
<tr>
<td>3</td>
<td>Low achievers</td>
<td>Mean</td>
<td>63.58</td>
<td>-</td>
<td>13.32</td>
</tr>
</tbody>
</table>

Table (2) showed that the maximum number of students have obtained average level of achievement.

**Differential Analysis**

In order to find out the significant difference between the self esteem scores of boys and girls, rural and urban school students, ‘t’ test was applied and the results are given in Table 3

<table>
<thead>
<tr>
<th>Table (3) ‘t’ Value for the self esteem Mean Score of Boys and Girls, Rural and Urban school Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub variables</td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Rural School</td>
</tr>
<tr>
<td>Urban School</td>
</tr>
</tbody>
</table>

It is evident from table 3 that boys and girls differ significantly in their self esteem scores.

It is also clear from table 3 that rural and urban school students differ significantly in their self esteem scores.

To find out the significant difference between the academic achievement scores of boys and girls, rural and urban school students, ‘t’ test was computed and the details are given in Table (4).
Table (4) ‘t’ Value for the academic achievement Mean Score of Boys and Girls, Rural and Urban school Students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>98</td>
<td>61.35</td>
<td>13.47</td>
<td>2.819</td>
<td>S at 0.01</td>
</tr>
<tr>
<td>Girls</td>
<td>102</td>
<td>64.23</td>
<td>13.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>100</td>
<td>60.47</td>
<td>13.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>100</td>
<td>65.12</td>
<td>13.24</td>
<td>4.437</td>
<td>S at 0.01</td>
</tr>
</tbody>
</table>

Table 4 indicates that boys and girls differ significantly in their academic achievement scores. Girls have secured greater mean value than boys.

Table 4 also indicates that rural and urban school students differ significantly in their academic achievement scores. Urban students have secured greater mean value than rural school students.

Correlation Analysis
Self esteem scores and academic achievement scores of students were correlated and the results are presented in Table 5.

Table (5) Correlation Co-Efficient for Self esteem scores and academic achievement scores.

<table>
<thead>
<tr>
<th>Variables</th>
<th>r-value</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self esteem</td>
<td>0.121</td>
<td>Significant</td>
</tr>
<tr>
<td>Academic achievement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The correlational analysis reveals that there is significant correlation and positive relationship exists between Self esteem scores and academic achievement scores.

FINDINGS OF THE STUDY
1. Self esteem of 9th standard students is average.
2. Academic achievement of 9th standard students is average.
3. Boys and girl differ significantly in their mean self esteem scores.
4. Rural and urban school students differ significantly in their mean self esteem scores.
5. Boys and girls differ significantly in their mean academic achievement scores.
6. Rural and urban school students differ significantly in their mean academic achievement scores.
7. There is significant correlation and positive relationship exists between self esteem and academic achievement.

CONCLUSION
It is clear from this study that the self esteem of 9th standard students is average. Academic achievement of 9th standard students is average. Also it reveals that there is significant correlation and positive relationship exists between self esteem and academic achievement.

References