A correlation study to assess the relationship between self-esteem and academic achievement among adolescents in selected high schools, Bangalore

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Abstract

Background: A positive self-image is a basic ingredient for a happy, successful, and confident life. Our self-image dictates how we react emotionally, socially, and spiritually to the different situations and people in our lives. A good sense of self-esteem is extremely vital for everyone including adolescents as it enables them to face up to society with great self-confidence. Social interactions would be easier and you can achieve any task, be more resilient, and be able to cope with challenges if you have self-esteem. It helps adolescents stay positive and optimistic, feel happy and confident around other kids.

Modern educational system placed a lot of demand on adolescences achievement. Successful navigation of academic performance depends on self-esteem. Academic achievement is considered as a key criterion to judge ones' total potentialities and capabilities. Therefore, it is more pressing for the adolescents to have high academic achievement. Moreover, this comparison between the perceived self and the ideal self is very crucial especially during adolescence because adolescents encounter with diversified job of developing and challenges of their own age. Self-esteem and academic performance are interrelated factors. The present study aimed to investigate the relationship between the self-esteem and academic achievements among adolescents at selected high school, Bangalore.

Methodology: Non experimental correlation research design was used for the study. Hundred (100) adolescents were selected using simple random sampling technique from M.S. Ramaiah High School, Bangalore. Socio-demographic data was collected using self-structured questionnaire. Self-esteem was assessed by using Rosenberg self-esteem scale and academic achievements was measured by taking the percentage of total marks obtained in the previous final year examinations (8th and 9^{th}Std). Data were analysed using descriptive and inferential statistics.

Result: The major findings of the study revealed that majority (68%) of subjects have normal self- esteem and majority (44%) of the subjects had secured A grade (70-89%) in the previous final year examination. Karl Pearson's correlation show that there was a negative correlation (r =-0.061) between the self-esteem and academic achievement, which was statistically not significant(p= 0.545). A chi-square analysis was found that there were significant associations between self-esteem and selected variable such as age (p=0.002), Gender (p=0.010), Educational qualification of father (p=0.010), Educational qualification of mother (p=0.001), occupation of mother (P=0.004), Monthly family income (p=0.045) was found to be significantly associated with self -esteem.

Conclusion: The study concluded that there is negative relationship between self-esteem and academic achievements.

Keywords: Academic achievements, Adolescent, High school, Self-esteem.

Introduction

An adolescent is defined as an individual between age 11 to19 years (Indian academy of Paediatrics).[6] Adolescence marks the developmental transition from childhood to adulthood, a time when many important social, economic, biological, and demographic events set the stage for adult life.[11] The period of adolescence is important for the process of self-esteem formation. Adolescence is a transitional phase of growth and development between childhood and adulthood which refers to a person between age 10 and 19 years of age. (WHO)[11]

In India, adolescents constitute about 1/4th of India's population. An estimated 27% (1368.7 million) of the population are in the age group between 10-19 years (National adolescent health strategy 2014).[7] Studies have found that one third to half of adolescent's struggle with low self-esteem, especially in early adolescence. The results of low self-esteem can be temporary, but in serious cases may lead to various problems including depression, anorexia nervosa, delinquency, self-inflicted injuries and even suicide.[4]

One of the most important human traits to achieve objectives is self-esteem. Self-esteem refers to an adolescents overall positive evaluation to the self (Rosenberg, 1965)[12] Self-esteem can influence life in infinite ways, from academic and professional success to relationship and mental health and also lead to adolescents high academic achievement. High self-esteem helps adolescents to see themself as active capable person and to promote change through efforts and set higher goals which helps in learning new things. The formation of self-esteem can be stimulated, encouraged both by parents and teachers. The level of self-esteem is mirrored in the adolescent's attitude and behavior, both at home and at school. Having a strong will and self-confidence, decision-making power and originality, creativity, sanity and mental health is directly related to self-esteem and sense of self-worth.[4]

Academic achievement is considered as a key criterion to judge ones' total potentialities and capabilities. It generally indicates the learning outcomes of adolescents and best way to improve student achievement is to increase their self-esteem. Research has also documented that high self-esteem plays an important role in academic achievement, social and personal responsibility. Those who have higher academic achievement tend to feel more confident in contrast those who lack confidence in themselves achieve less.[13]

Investigator personally witnessed many adolescents having problems of low self-esteem and academic achievements. Considering all these facts, the researcher felt the need for finding the relationship between self-esteem and academic achievements among adolescents.

Materials & method

This research employed quantitative correlation research design. The study variables were Self-esteem and academic achievement.This study was conducted at M.S.Ramaiah High School, Bangalore adolescents studying in 9th and 10th standard which involved 100 adolescents selected through Probability simple random sampling technique.The inclusive criteria of the study were, Adolescents who were studying in 9th and 10th standard at selected high school willing to participate in the study and exclusion criteria adolescents who were not available at the time of data collection.

Development of tool

After an extensive review of literature, discussion with the experts and with the researcher's personal and professional experience socio-demographic, Rosenberg scale to assess self- esteem among adolescents and Structured checklist to assess academic performance of the participants. The profiles included information regarding socio-demographic, Rosenberg self-esteem scale is a standard tool used to assess self-esteem among adolescents and Academic achievement of adolescents (9th &10th standard) is assessed by taking mean percentage of total marks obtained in the previous year final examination (8th and 9th standard) of subjects respectively.

Data collection procedure

A total of 100 subjects who met the selection criteria were selected using probability simple random sampling technique during the data collection period. Data was collected by using Standardized tool. The tool (questionnaire) administered and instructed adolescents to read and to all items given in the questionnaire. For academic achievement, the scores from report cards of the students were taken from the school teacher. The confidentiality of the subjects was maintained through the study. The collected data was be analyzed by using descriptive and inferential statistics.

Statistical analysis

The data analysis was done by using descriptive and inferential statistics. SPSS (version 20) was used to analyse the data. Frequency and percentage distribution were used to describe socio demographic variables self-esteem and academic achievement. Karl Pearson's correlation were used to find correlation between self-esteem and academic achievement. Chi square test were used to find the association between self-esteem and academic achievement with socio demo-graphical variables.

Results

The collected data were analysed according to the objectives of study. The findings are presented below.

Socio demographic characteristics of the subjects.

The study shows that majority (53%) of subjects were in the age group between 15-16 years. With respect to gender (55%) of subjects were female and (45%) were male and majority (57%) of subjects were studying in 10th standard and (43%) were in 9th standard as well as (69%) of subjects were resided in urban area and (73%) of subjects belongs to the nuclear family. The majority (35%) of subject's father completed Higher secondary education (PUC),(42%) mother completed Secondary education (8-10th standard) and majority (36%) of subject's father were Private employee and also (70%) of subject's mother were home maker and nearly half

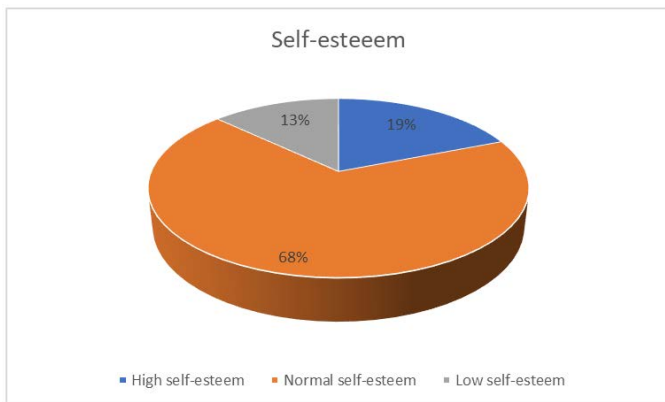(49%) of subject's parents had income between Rs.10,002–29,972.

Figure 1: Frequency and percentage distribution of subjects in terms of self- esteem.

Frequency and percentage distribution of subjects in terms of academic performance.

The result shows that majority (44%) of the subjects had A (70-89%) grade in academic achievements of (previous final year examination)

Relationship between self-esteem and academic achievement of adolescents.

Karl Pearson's correlation show that there was a negative correlation (r = -0.061) between the self-esteem and academic achievement, which was statistically not significant (p= 0.545).

Association between self-esteem and selected socio demographic variables.

A chi-square analysis was carried out to identify associations between self-esteem and selected variables age(χ^2=12.621p=0.002),gender(χ^2=9.242p=0.010),education of father (χ^2=23.194,p=0.010),education of mother (χ^2=29.994,p=0.001*),occupation of mother (χ^2=22.470,p=0.004*),monthly family income

(χ^2=15.796,p=0.045*) which was found to be associated with self-esteem.

Association between academic achievement and selected socio-demographic variables

The study found that there was no significantly associated with academic achievement and selected socio-demographic data**.**

Discussion

Self-esteem is one of the influential factors, which affects adolescents academic achievement. It has been declared that high self-esteem can lead to good academic achievement. High self-esteem helps adolescents to see themself as active and capable person to promote change through effort and set higher goals which helps in learning new things. This study aimed to investigate the relationship between self-esteem and academic achievement among adolescents in selected high schools, Bangalore.

The hypothesis (H_1) predicted that there would be a significance relationship between the self-esteem and academic achievement. This hypothesis was not supported by study result (r = - 0.061, p = 0.545), hence the research hypothesis(H_1) is rejected. The study findings are contradicted to the study conducted by Doodman P (2017), who found that self-esteem was a positive predictor of academic achievements (r =0.212, p =0.006**).

The hypothesis (H_2) predicted that there would be a significant association between self-esteem and selected socio demographic variables. This hypothesis was not supported by study findings except for the variable age (p=0.002), gender (p=0.010), Educational qualification of father (p=0.010), Educational qualification of mother (p=0.001), occupation of mother (P=0.004), Monthly family income (p=0.045) was found to be significantly

associated with self-esteem. Hence, the research hypothesis (H_2) is rejected. The study findings are consistent with the study conducted by Damota D (2019) who found that self-esteem was significantly associated with gender (p= 0.001).

The third hypothesis (H_3) predicted that there would be a significant association between academic achievement and selected socio demographic variables. This hypothesis was not supported by study findings. Hence, the research hypothesis (H_3) is rejected. The finding of the study is consistent with the study conducted by Nematollahi A (2017), which found that there was no significant association between academic achievements with selected socio demographic variables.

Limitations

The present study does not consider many factors such as influence of parents, siblings, peer group etc. which may affect the academic success of adolescents.

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