

Exploring the Quantitative Interplay between Academic Performance And Self Esteem among School Students



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Abstract

Academic Performance and Self Esteem are both the important, reliable and interrelated components in student's lives, as they are struggling on both the aspects in order to enhance their academic performance as well their self esteem with different methodologies as per their adaptability. Academic performance affects the self esteem of students overall depending on the context and perspective of time. The present study intends to comprehend the relationship between academic performance and self esteem among school students who are at the stage of transition in their lives following every aspect of change. The study is likely to determine and evaluate the various psychological techniques that are responsible to enhance academic performance and the self esteem of school students. For the conduction of present study, (100) sample of school going students were randomly selected and the data was collected by using "Academic performance rating scale" (APRS), developed by Dupaul, Rapport & Perriello (1991) and "Rosenberg's Self Esteem Scale (RSE), developed by Rosenberg (1979). For the derivation of results, t- test and Karl Pearson's correlation method was effectively used. The study had shown the positive as well beneficial results for the school students while making them aware about the role and significance of academic performance & self esteem in their lives and also how to upgrade these both components with alternative methodologies.

Keywords: Academic Performance, Self Esteem, Evaluation.

Introduction and Review

School life is full of lavish period with extreme challenges, in which the academic performance and developing self esteem on the other aspect is very critical, important and undeniable concept. For many years, educators and scholars have been interested in the strong correlation between academic achievement and self-esteem (George 2009). Academic performance is a crucial component of a student's educational journey since it affects their future educational and professional prospects in addition to reflecting their knowledge and comprehension of academic subjects (Wang 2004). On the other hand, self-esteem is a person's total sense of confidence and self-worth, which can significantly affect their general well-being, social interactions, and mental health (Baumeister et al., 2003; Crocker & Wolfe, 2001).

School student's self-esteem and academic performance are positively correlated, according to numerous studies (Hattie, 2009; Marsh & Craven, 2006). Academically successful students typically have greater levels of self-esteem because they feel proud of their accomplishments and a sense of accomplishment. (Pinquart & Sorensen 2000). However, because they may feel frightened,

frustrated, or inadequate, students who struggle academically may have lower levels of self-esteem (Dweck, 2000; Ecclestone, 2007). Research in this area is still needed, even though the relationship between academic achievement and self-esteem is widely known (Lim & Lee 2017). Academic performance and self-esteem are related to a variety of factors, including individual differences in personality, motivation, and learning style as well as environmental factors like peer relationships, parental involvement, and teacher support. (Fergus & Zimmerman 2005).

"Academic Performance shows that how well a person has achieved particular objectives that were the focus of activities in educational settings, particularly in school, college, and university, are known as academic achievement. An individual's overall opinion of themselves and their assessment of their own value are components of their self-esteem. (Hayes, 2017). "Factors such as self-esteem, self-esteem, ability to demonstrate knowledge and skills and success, acceptance within the society, and acceptance of physical characteristics have an important place in the formation and development of self-esteem". (Karaaslan, 1993 and Yilmaz, 2000). Academic performance among students is crucial in

generating the highest caliber of graduates who will serve as the nation's future leaders and workforce, ultimately driving its social and economic well-being. (Wigfield & Ecclestone 2002).

Students who have high self esteem about themselves typically perform better in school. However, research shows that academic performance is an effect rather than a cause of self-esteem. (Fan & Williams 2010). Self-esteem boosts academic self-efficacy and self-cognition in students. By better managing all facets of the resources at their disposal, students can meet their academic goals and, eventually, become more involved in their studies. (Blondal & Adalbjarnardottir 2014) . Peers and teachers are more likely to get along well with students who have strong self-esteem, and they are also more likely to succeed academically. (Batool et al. 2017).

Alida L. et al. (2014) investigated "secondary school students' academic performance and self-esteem" and emphasized how multifaceted academic performance is and how complicated strategies must be used to overcome students' challenges in achieving high academic standing.

According to the study, there is a marginally favorable relationship between students' academic performance and their degree of self-esteem. There is a weak correlation between self-esteem and academic achievement, indicating that further research is necessary to fully understand how self-esteem affects academic performance. (Accordino et al. 2000). The finding that higher self-esteem can occasionally make kids feel more confident has an intriguing effect, but it has no bearing on academic metrics, affecting the students' motivation, ability to cope with stress, and academic setting. (Johnson & Sinatra 2013). In conclusion, academic indicators and self-esteem were positively correlated but weakly correlated in male students, but these indicators did not correlate in female students, indicating that other aspects were impacted. (Cameron & Granger 2019).

Alokan, et.al (2014) found that students with strong self-esteem and those with low self-esteem perform significantly differently academically, according to the results. Students with strong self-esteem outperform those with low self-esteem in their academic work, according to the results. Parents were advised to assist their children in developing a positive self-image. Additionally, they ought to stop making fun of their kids and doing anything that could make them feel less confident. (Alivernini & Lucidi 2011).

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Muhamad, et.al (2015) had proven that Self-esteem and academic performance were found to be significantly correlated in the study. Additionally, a noteworthy distinction between male and female students was discovered in their scores on academic performance and self-esteem, suggesting that male students have higher scores on self-esteem than female students and female students have higher scores on academic performance than male students. (Jeynes 2002).

So all these studies reviewed are too determining the fact that academic performance and self esteem are interrelated with each other and both the variables affects each other in varying situations and period of time. The current study tends to focus over the relationship existing between the academic performance and self esteem among school students with underlying factors that are affecting their lives and overall development. The study tends to focus over the systematic analysis considering the importance and dependence of academic performance with relation to self esteem.

Method

Objectives:

1. To determine the level of Academic performance among school students.
2. To explore the prevalence of Self esteem among school students.
3. To assess the relationship between Academic Performance and Self Esteem among school students.

Hypotheses:

HA1: There will be a significant gender difference in the Academic Performance among school students.

HA2: There will be a significant gender difference in the Self Esteem among school students.

HA3: There will be a significant relationship between Academic Performance and Self Esteem among school students.

Sample:

For the conduction of following study, the total sample of (100 = 50 Male & 50 Female) School students ranging from age group (15- 18) years were taken randomly from APS RAKHMUTHI, J&K.

Instrument used:

I. Academic performance rating scale" (APRS), developed by Dupaul, Rapport & Perriello (1991), consists of 19 items , depending on the 5 point rating scale from (Never/Poor - Very often/Excellent).

II. Rosenberg's Self Esteem Scale (RSE), developed by Rosenberg (1979), covering 10 items, relying on the 4 point rating scale from (Strongly Agree - Strongly Disagree).

Statistical

techniques:

For deriving out and interpreting the results, t- test

and Karl Pearson's method of correlation had been used effectively with the help of SPSS software.

Results and Interpretation

After the data had been collected and calculated with the help of SPSS, following results had been derived shown under the **Table-1, 2, 3** respectively:

Groups for Academic performance	Total Sample (100)	Mean score	Value of (t)	(p) value at 0.05
Female adolescents	50	30.24	-3.48732	0.000732
Male adolescents	50	34.38		

Table-1: t- test showing the significant gender difference in Academic Performance among school students.

Groups for Self esteem	Total Sample (100)	Mean score	Value of (t)	(p) value at 0.05
Female adolescents	50	32.60	-3.63592	0.000444
Male adolescents	50	28.32		

Table-2: t- test showing the significant gender difference in Self esteem among school students.

Variables for Pearson's correlation	Mean score	Deviation score	Product of Deviation score	Correlation value (r)	Coefficient of correlation (r ²)
Academic performance (X)	29.28	3916.16	1145.28	0.3285	0.1079
Self esteem (Y)	33.49	3102.99			

Table-3: Karl Pearson's method showing the significant **Positive** correlation between Academic performance & Self esteem among school students.

Based on the calculations and results, further it can be interpreted that, all the determined hypotheses for the study gets accepted. The study tends to prove that there is a significant gender difference in Academic Performance among school students which further gets proven from **Table-1**, determining the significant difference in the groups taken for study with **(t) value: - 3.48732**, having the **(p) value at 0.05: 0.000732**. The mean score of Female and Male school students are: **30.24** and **34.38** respectively.

Moreover, the present study tends to explore the significant gender difference in the Self Esteem among school students which can be determined from **Table-2**, showing the significant difference in the groups taken for study with **(t) value: -3.63592**, having the **(p) value at 0.05: 0.000444**. The mean score of Female and Male school students are: **32.60** and **28.32** respectively.

Foremost, the present research also aimed to find out the relationship between Academic Performance and Self Esteem among school students, which can be related from the **Table-3**, that there is a significant positive correlation exists between the Academic Performance and Self Esteem among school students, showing the value of **(r) = 0.3285** and coefficient **(r²) = 0.1079** respectively.

Discussion and Conclusion

The findings of the present research study suggest that Academic Performance is a vital component of school student's enmarking the assistance of the Self esteem. The study had proven that academic performance ultimately affects the self esteem among school students conceptualizing that those students who are having more academic scores tends to have more good self esteem, which makes them to feel more confident and worthful in their eyes as well in the teachers, parents, peer circles, relatives and other social people to whom they are connected directly as well indirectly.

The outcomes of our study are in line with the already existing theoretical frameworks as well the research existing proving & suggesting that academic performance is directly related with the self esteem among school students signifying their interconnectedness with each other. The study has proven the marked valuable insights determining the relationship between Academic Performance and Self Esteem among school students with several underlying factors which are personal, psychological, familial, and economic as well socio-emotional too.

Furthermore it can be said that all the set hypotheses of the study gets accepted reflecting the significant difference that exists in academic performance and self esteem among male and

female school students with varying scores (Table-1 & 2). Continuing to this, it is further proven that there is a positive correlation exists between academic performance and self esteem among school students signifying the various factors which are subjective in nature (Table- 3).

As the comparative results of our study are in support with other studies that demonstrated that male students typically do better in academic disciplines like science and math, while female students generally do better in language arts and social sciences (Hyde, 2005). Female students tend to report higher levels of self-esteem than male students, according to prior research, which is also in line with the gender difference in self-esteem (Kling, 2006). Since academic performance and self-esteem are positively correlated, it stands to reason that students who excel academically also typically have greater levels of self-esteem. This result is in line with other studies that have demonstrated the strong correlation between academic performance and self-esteem (Harter, 1999).

Hence it can be concluded that, the current study advances our knowledge of how school student's academic performance and self-esteem interact. Academic performance is a strong predictor of self-esteem, and the results indicate that there are considerable gender variations in both self-esteem and academic performance. The study's conclusions underline the necessity of creating policies and tactics that promote all students' academic success and self-esteem, regardless of gender. Furthermore, the results of the study imply that practices meant to boost self-esteem might also benefit academic performance.

Implications & Future directions of the research:

1. The study's findings can guide educational programs and policies meant to boost school student's self-esteem and academic performance.
2. The results of the study can be utilized to create focused interventions that cater to the unique requirements of students who exhibit low self-esteem and subpar academic performance.
3. By giving teachers the information and abilities they need to help children who struggle academically and have low self-esteem, the study's conclusions can be applied to improve teacher preparation programs.
4. The study's outcomes can be applied to encourage a supportive school climate that supports student's academic performance, motivation, and self esteem.
5. The evidences which study had produced can be utilized as remedial measures for improving the academic performance and boosting the self esteem of school students.

Consent to Participate Declarations: Prior consent letter was signed from the adolescents and no type of forceful behavior is shown towards them. They all had actively and willingly consented towards being the participants of study.

Consent to Publish declaration: The Authors of study fully permits and grant the consent to publish the respective study.

Funding Declarations: Not Applicable

Ethics declarations: The study is conducted with the school adolescents and before the conduction of study, proper ethical consent letter was signed from their parents in order to assure the ethic of informed consent & debriefing of the study was also conducted and furthermore the data provided by the participants is kept confidential.

Data Availability Statement: The Datasets generated during and/or analysed during the current study are not publicly available due to confidentiality reasons on demand of the participants that their data should not be disclosed but are available from the corresponding author on reasonable request.

Author contribution: The Main Author had done: Original writing, Methodology, Results and analysis, Final analysis. And Corresponding Author had done: Supervision and guidance.

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