

Academic Achievement, Personality, and Self-Esteem among Secondary school students in Bangalore

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Abstract: - The present study conducted on academic achievement, personality and self-esteem among secondary school students studying in private school in and around Bangalore. The objective of the research was to study the significant difference between academic achievement on personality and self-esteem among secondary school students, to study on academic achievement, personality and self-esteem among boys and girls, to study the relationship between academic achievement, personality and self-esteem. A sample of 100 secondary school students comprising males and females studying in and around Bangalore. The students were given the Rosenberg self-esteem scale, big five personality scale and the Academic achievement scores were taken from the teachers. The independent t-test was used to find the difference between variables and the Pearson correlation test was used to calculate the relationship between the variables. The results of the study found that there was no significant difference between male and female on academic achievement. Personality and self-esteem and there was no significant relationship between academic achievement, personality and self-esteem and thus the research agrees the null hypothesis.

Keywords – Secondary School Students, Academic Achievement, personality.

I. BACKGROUND

Research on academic achievement is at the epitome areas of research of major interest for education psychology because of its considerable suggestions for both learning and teaching in pedagogy. Understanding the variables such as self-esteem, personality becomes important and helps to identify the differences and relationships success in the educational setting may provide good recognition of particularly able students and potentially underachieving students and provide to the remedial and enrichment of effective strategies aimed at improving teaching performance. The students educational experience and the effective school achievement are the byproducts of personality dimensions which are in turn influenced by socio demographic variables, socio-economic status, mixture of cognitive abilities, emotional regulation and self-esteem. However, there are enough evidence describing the relationship between personality and academic success, self-esteem which are reference to measure differing components of personality, featuring from differing theoretical models of personality and cognition for academic success.

Personality traits have been studied for more than 70 years or more, from early studies by researchers use most of the latest tool used for collecting the personality dimensions related data like questionnaires, self-report inventories and

rating scales and these have their own limitations, as most of the researchers feel it as a subjective and find difficulty in analyzing the objective means of personality. At present, there are several attempts to assess personality traits through other means than self-report inventories, as through computer-generated approaches. A review of the history of personality traits, the 'Big Five', personality factors are on the forego. One of the major catalysts for the advancement of research on personality in recent years has been the growing consensus for a personality model encompassing five broad dimensions, namely Neuroticism (N), Extraversion (E), Openness to Experience (O), Agreeableness (A), and Conscientiousness (C). These broad factors subsume most personality traits and are known as the Big Five or Five-Factor Model (FFM; Digman, 1990, McCrae & John, 1992). The FFM did not originate from a particular personality theory or clinical experience; instead, the FFM emerged as an empirical model from two independent research traditions. The first was the lexical analysis of personality terms that occur in natural languages. The underlying principle of the lexical approach is that the most important traits necessary to describe individual differences become encoded in natural languages. The second approach was the factor analysis of different theory-based personality inventories, which converged on the same five factors (Markon et al., 2005).

Self-esteem sometimes known to as self-worth, self-understanding or self-respect, can be an integral part of academic success. Low levels of self-esteem can make students feeling ignored or stressed. It can also lead children to make distrain choices, leave them into destructive feelings of failure, may not lead to achieve academic success to their full potential. An over sense of self-esteem may exhibit students for developing in narcissistic personality disorder, and academic delays underpinning their overall achievements both in life and scholastic tasks. Self-esteem as being the sum of an individual's successes divided by what they think they ought to achieve. The Principles of Psychology Self-esteem can be increased by achieving great successes and maintained by avoiding failures. Self-esteem as being the sum of an individual's successes divided by what they think they ought to achieve. The Principles of Psychology Self-esteem can be increased by achieving great successes and maintained by avoiding failures. Self-esteem was therefore defined as being competence-oriented but also open to change. Students with high self-esteem and stable personality traits are more successful in completing assignments and in academic achievement and more resistant to life's issues and dealing with societal problems, and are therefore more likely to be successful in making able career choices in any chosen fields of their interests. However, researchers have questioned the existence of a direct relationship between self-esteem and academic achievement and personality traits and believe that medium or high self-esteem are significant factors and important in academic performance, but low self-esteem has a deterring effect on student's academic performance.

Academic achievement is a phenomenon apparently developed in many countries which is directly linked with to student's performance, wherein success seems to be measured by the performance in academics. Students in secondary school, the level of their performances has an impact on their other education performances. The core of self-esteem is an "unconditional appreciation of oneself" meaning an appreciation of both an individual's positive and negative potential in its fullest sense. Cooper Smith (1967, 1981) in this study, suggested four major factors which are important in the development of self-esteem: The treatment and acceptance received from significant others in life, A person's past successes, The values and aspirations which modify and interpret a person's experiences and How a person responds to devaluation. Erickson (1959) specifically identified academic achievement as a vital component in forming a healthy selfimage.

According to Skaalvik, E., M. (1983) conducted a study to test the hypotheses that there would be sex differences in the relationship between academic achievement and (1) self-esteem, (2) perception of parental pressure towards academic achievement and (3) perceived value of the

school. These hypotheses were derived from an analysis of self-esteem theory in relation to sex related roles and norms in our culture. The hypotheses were tested using 348 children in five different class levels. Results showed that from the 4th to the 8th class level low academic achievement was associated with low self-esteem and with strong perceived parental pressure for boys, but not for girls. At the 8th class level low achievement was associated with low perceived value of the school for the girls while there was no such relationship for boys. The results supported the hypothesis that academic achievement has different effects for boys and girls.

Taking the cue from the above studies and review the investigators are interested to work with students to find out academic achievement, personality and self-esteem among secondary school students. It was hypothesized that secondary school students do not differ significantly on Academic achievement, personality and self-esteem and girls and boys do not differ significantly on Academic achievement, personality and self-esteem. The data analysis primarily involved independent sample t-test which were used to determine whether there was a statistically significant difference between the means of the three groups.

II. METHOD

Research Question:

1. Does academic achievement significantly differ on personality and self-esteem among secondary school students?
2. Does gender significantly differ on academic achievement, personality and self-esteem among secondary school students?
3. Do academic achievement, personality and self-esteem have a significant relationship?

Objectives:

1. To study the significant difference between academic achievement on personality and self-esteem among secondary school students?
2. To study the significant difference between academic achievement, personality and self-esteem among boys and girls
3. To study the relationship between academic achievement, personality and self esteem

Hypothesis:

- H₁₀:** Secondary school students do not differ significantly on Academic achievement, personality and self-esteem.
- H₂₀:** Girls and boys do not differ significantly on Academic achievement, personality and self-esteem.

H₃₀: There is no significant relationship among secondary school students on academic achievement personality and self-esteem.

Variables:

- Academic achievement
- Self-esteem, personality

Research Design:

Expost facto

Sample:

The sample consisted of 100 students studying in class 8 and 9th standard state syllabus in private schools in and around Bangalore.

Sampling Technique:

Non-stratified Purposive sampling

Tools:

Rosenberg Self-Esteem Scale

Rosenberg, M. (1965). Society and the adolescent self-image.

Psychometric Properties:

Variable	Tool Name	Author	Reliability	Validity
Self-Esteem	Rosenberg Self-Esteem Scale	Rosenberg,M. (1965)	0.85	0.55
Personality	Big Five Inventory (BFI)	Goldberg (1993)	0.70	0.57

Procedure and Administration:

The researcher will provide the subjects with the questionnaire and will be instructed to read through the questions and circle the options according to how they feel about their academic achievement and self –esteem.

Inclusion Criteria:

- School students (8th -9th) from Bangalore
- School students from state syllabus
- Students Should Be Studying In Bangalore

Exclusion Criteria:

- Special needs children
- College Students

III. RESULTS AND DISCUSSION

The aim of the current study on academic achievement, personality and self-esteem among secondary school students. It was hypothesized that secondary school students do not differ significantly on Academic achievement, personality and self-esteem and girls and boys do not differ significantly on Academic achievement, personality and self-esteem. The data analysis primarily involved independent sample t-test which were used to

determine whether there was a statistically significant difference between the means of the three groups.

Table 1. Shows the mean and the significant difference between males and females on academic achievement

Academic Achievement	Mean	SD	SE	t	df	p-value
Boys	15.52	7.76	1.121	0.039	98	0.969
Girls	15.46	7.41	1.028	0.039	96.45	0.969

The above table 1. Shows the difference in academic achievement among secondary school students. From the table it can be found that mean score for academic achievement on males is 15.52 with a SD of 7.76, for girls the mean score were 15.46 with a SD of 7.41 was obtained. The significance value or “p” was found to be .969 which was greater than 0.05 indicating that there was no significant difference between boys and girls on academic achievement.

Table 2 Shows the mean and the significant difference between males and females on personality

Personality	Mean	SD	SE	t	df	p-value
Boys	149.89	30.85	4.45	1.47	98	0.144
Girls	139.42	39.35	5.45	1.48	95.5	0.144

The mean score of personality boys was 149.89 with a SD of 30.85, for girls the mean scores were 139.42 with SD of 39.35 was obtained. The significant value or “p” was found to be .144 which was greater than 0.05 levels indicating that there was no significant difference between boys and girls on personality.

Table 3. Shows the mean and the significant difference between males and females on self-esteem.

Self-Esteem	Mean	SD	SE	t	df	p-value
Males	23.64	4.93	0.711	-0.359	98	0.72
Females	23.96	3.82	0.531	-0.355	88.59	0.723

The mean score of self-esteem on boys is 23.64 with a SD of 4.93, for girls the mean scores were 23.96 with SD of 3.82 was obtained. The significant value or “p” was found to be 7.20 which was greater than 0.05 level indicating that there was no significant difference between boys and girls on self-esteem

Table 4. Shows the co relation between Academic achievement, personality and self -esteem

Variable	N	Mean	Correlation	sig 2 (tailed)
Academic Achievement	100	15.49	-0.152	0.415
Personality	100	144.45	0.082	0.131
Self-Esteem	100	23.81	0.124	0.218

The above table 4, shows that the correlation between academic achievement personality and self-esteem among secondary school students. The hypothesis states that **there is no significant relationship among secondary school students on academic achievement personality and self-esteem**. From the table it can be interpreted that academic achievement and personality have a value of .082 which was not significant at 0.05 indicating no significant correlation. Academic achievement and self-esteem have a value of .124 which was not significant 0.05 indicating no significant correlation. Personality and self-esteem have a value of -.152 indicating negative correlation which was also not significant at 0.05 levels. Hence the null hypothesis was agreed that states that there is no significant difference among secondary school students on academic achievement personality and self-esteem. This means that academic achievement, personality and self-esteem do not have a relationship between each other and the student's academic achievement does not affect the personality and self-esteem. There are some studies which support the above findings they are as follows. Shobhna, Joshi & Rekha Srivastava (2009) 'conducted a study that was undertaken to investigate the self-esteem and academic achievement among boys and girls among rural and urban people' Ora Peleg (2009) 'study conducted to see the difference between self-esteem and academic achievement among learning difficulties children'. There are also few studies which found to be contradicting the above findings they are as follows. Wigfield, A., & Eccles, J., S. (1994). 'The relationship between perceptions of school belonging, educational aspirations, and academic self-esteem among 40 African American male high school students.' Uwah, C., J., McMahon, H., G., & Furlow, C., F. (2008). 'Conducted a study to see if self-esteem a better predictor of academic success and adjustment than other aspects of personality.'

IV. SUMMARY AND CONCLUSION

The aim of the current research was to study academic achievement, personality and self-esteem on secondary school students. Null hypothesis was used assuming that there would be no significant difference and relationship among secondary school student on academic achievement personality and self-esteem, girls and boys do not differ significantly between academic achievement, personality and self-esteem. A sample of 100 secondary school students (48 boys and 52 girls) was obtained through Purposive and non-stratified sampling techniques, they were administered 2 questionnaires Rosenberg self-esteem scale which is a 10 item scale and Big five personality scale which is a 50 item scale, academic scores of the students was obtained through the teachers. The data obtained was calculated using independent t-test and Pearson correlation. Based on the results obtained it indicated that there was no significant difference between academic achievement, personality and self-esteem and there was no significant relationship between academic achievement, personality and self-

esteem among secondary school children. Thus the null hypothesis stating that academic achievement, personality, and self-esteem do not differ significantly on secondary school students, girls and boys do not differ significantly on academic achievement, personality and self-esteem. Based on the current study it can be concluded that Academic achievement personality and self-esteem do not differ significantly among secondary school students. Girls and boys do not differ significantly on academic achievement, personality and self-esteem. Academic achievement, personality and self-esteem do not have a significant relationship between each other.

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