

## A Comparative Study of Self Esteem and Academic Behaviour

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### ABSTRACT

The review of present research on the relationship between self esteem and academic behaviour among adolescence males and females. The study was carried out in the schools of Chandigarh on a sample of 100 adolescents (50 Males + 50 Females) from Schools were randomly selected. The tools used in the investigation were the socio-personal profile developed by the investigator, The Roosenberg Self Esteem scale and Academic Behaviour Scale. The finding revealed irrespective of caste and religion. Females seemed to have more satisfaction in academic behaviour as compare to boys and highly significant positive correlation between self esteem and academic behaviour.

**Key Words :** Self esteem, Academic behaviour

### INTRODUCTION

#### **Self esteem:**

Rosenberg (Owens *et al.*, 2001), conceptualizes self esteem towards the positive dimension. According to him, those individuals who have high self- esteem are keen for personal growth and physical development. They try to enhance personal growth by using their capabilities. During adolescence self-perception about their appearance is important to the development of self-esteem. Physical changes during puberty may cause them to have both positive and negative feelings towards their body which in turn affects their self esteem.

The concept of self-esteem is the realm of emotions as a socially built emotion representing perceptions and feelings about individuals' various self-images and self concepts which are based upon the psychosomatic need for the aspiration of authentic and efficacious functioning, belonging and acceptance within one's social group, achievement and competence in contrast to other members of individuals' group (Bruno and Njoku, 2014). The low self-esteem signs include: feeling incompetent, worthless, exaggerated perfectionism and unrealistic about our abilities, being overwhelmed with fear and

negative thoughts, feeling unloved, fear of change, being unrealistic about. Adolescence is an important period for forming views about oneself and socio-cultural ideals. Poor self-esteem may cause eating disorders and finally lead to body image dissatisfaction (Lawerence and Thelen, 1995). According to Erickson's theory, issues of self worth become prominent in adolescence when the major developmental task is to establish identity and coherent sense of self (Seligman, 2006). The self image perception among the adolescent girls and the aim is to see the physical activity status of adolescent girls and to know their body image perception.

#### **Academic behaviours:**

Academic behaviours refer to a pre-adolescent or adolescents' views about their school work and how well they think they come prepared to class. Fonseca *et al.* (2010) confirmed that 5.4% of overweight adolescents performed below average at school and reported a poorer perception of academic achievement as compared to 4.4% of normal weight adolescents. Children who are rejected by their peers develop academic problems (Parker and Asher, 1987). Better grades and involvement in extra-curricular activities also help in the prevention

of negative behaviours, development of optimal adolescent functioning, and future well-being and success (Schmidt and Padilla, 2003).

Academic behaviour is mainly influence by our body image, if we are satisfied with our body we will feel happy and dissatisfaction may lead to negative behaviour, low grades, low interaction with peers and in society. There is a major concern between academic behaviour and body image. Low body image may lead to low academic performance where as high body image may lead to high satisfied and confident in each and every aspect of life. It may lead to holistic development of the student.

### Significance of the study:

Education can change a nation and no nation can develop without education and students are the key stone of today's society. Student who are confident are good in every aspect of life whereas under achiever students face problems in every phase of life especially in academics. The finding of the present study would provide an insight about the student self esteem and academic standard of the students. Once the nature and extent of their problems are identified from the perspectives, it would enable policy makers to set up intervention strategies for combating with the problems of students.

### Objectives:

- 1) To find the difference in self esteem among male and female adolescents.
- 2) To find the difference in level of academic behaviour among male and female adolescents.
- 3) To study the inter-correlation among different variables.

## METHODOLOGY

A comprehensive study was conducted in the selected Private School of Chandigarh (UT). A list of all Schools of Chandigarh was obtained. From this list, 1 School was selected randomly. From school, 50 Males and 50 Females were selected randomly irrespective of their caste, creed, economic status and ordinal position.

### Rosenberg Self-esteem Scale:

Rosenberg self-esteem scale (RSES), developed by sociologist. Dr. Morris Rosenberg is a self-esteem measure widely used in social-science research.

The RSES is designed similar to social-survey questionnaires. It is a en-item Likert type scale with items answered on a four-point scale—from strongly agree to strongly disagree. Five of the items have positively worded statements and five have negatively worded ones. The scale measures state self-esteem by asking the respondents to reflect on their current feelings.

### Academic behaviour scale:

A newly developed 20-item Likert scale with items based on four-point scale ranging from never (0 point) to always (3 points). This scale was developed by the school committee and questions were used to measure students' frequency (*i.e.* how often) to a countable behaviour with regards to their academics and took about ten minutes to complete it. Some questions in this scale looked like, "I like hard work because I see it as challenge", "I get distracted easily when I am studying", and "I finish an assignment by the deadline"

### Statistical analysis:

The data was analyzed. To find out the difference in mean scores of various variables in males and females, t-test was used. Karl Pearson's Coefficient of Correlation was applied to find out inter correlation among various variables of the study.

## RESULTS AND DISCUSSION

No significant differences existed between the mean scores of Males and Females with respect to self esteem (Table 1 and Fig. 1).

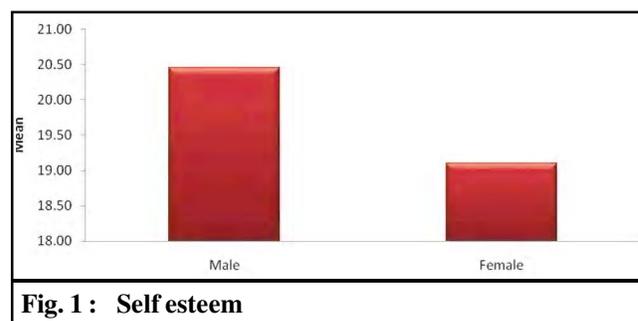


Fig. 1 : Self esteem

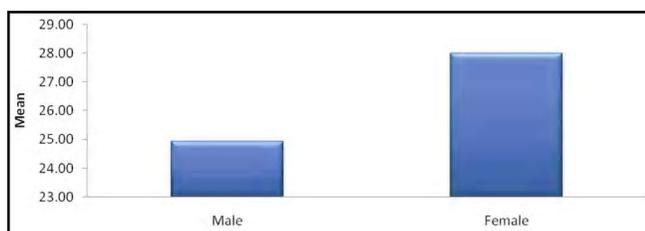
Significant difference existed between the mean scores of Males and Females where as females seemed to have more satisfaction in academic behaviour (Table 2 and Fig. 2).

**Table 1 : Significance of Mean Difference between Scores of Males and Females Self Esteem (N=100, 50 Males/ 50 Females)**

Sex	N	Mean	Std. Deviation	t-value	p-value
Self Esteem Male	50	20.46	4.20	1.682	.096
Female	50	19.10	3.88		

**Table 2 : Significance of Mean Difference between Scores of Males and Females of Academic Behaviour (N=100, 50 Males/ 50 Females)**

Sex	N	Mean	Std. Deviation	t-value	p-value
Academic Behaviour Male	50	24.94	6.76	2.377	.019*
Female	50	28.00	6.09		



**Fig. 2 : Academic behaviour**

**Inter correlation among different variables:**

It is clear from Table 3 that there existed a highly significant positive correlation between self esteem and academic behaviour ( $r=.624^{**}$ ,  $p<0.01$ ). It states that when the scores of self esteem increase if scores of academic behaviour also increases. It is observed in the lines of Amaral, and Pedro (2002) that students with low level of achievement possess a self-esteem that is considerably lower than that of students with a high level of achievement. Alves-Martins, et al. conclude that academic results play an important role in the self-esteem of adolescents. The present result revealed that positive self-concept is moderately correlated with positive outcomes, including better academic performance

**Table 3 : Inter - correlations among Various Variables (N=100, 50 Males/ 50 Females)**

Variables	Self Esteem	Academic Behavior
Self Esteem	1	.624**
Academic Behavior		1

(Stringer and Heath, 2008).

The justification of the present result could be that students who have high self esteem are more confident moreover perform good in every academic field where as low self esteem are under achievers and may lose interest in academics.

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