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Self-esteem and Academic Achievement Motivation in Children

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Abstract

In social science self-esteem continues to be one of the most commonly research concept. Teachers, researchers and administrators are commonly concerned about student academic achievement and self-esteem. The main purpose of the study was to find out the mean difference in self-esteem and academic achievement motivation. For this here 60 children were taken as a sample (30 girls and 30 boys). Two scales were used for this research. For measure self-esteem in children here self-esteem scale was used which was developed by A.M. Egly. For measure academic achievement motivation here Academic achievement scale was used which was developed by T.R. Sharma. To check significance difference in self-esteem and academic achievement motivation here t test was used. For check relation between them correlation method was used. The result was found that there was not significance difference in self-esteem and academic achievement motivation among girls and boys. There was positive correlation between self-esteem and academic achievement motivation.

Keywords: Self Esteem, Academic Achievement Motivation

Introduction

Many researchers and educationist are interested in the construct of self-esteem. Just only turn on a television and radio or read newspaper or take a trip to the book store to hear about '100 way to improve self-esteem. Self-esteem is a hot and current topic in most pediatric setting as well as a parents or teachers. Students can do anything with positive self-esteem. It is an important aspect of psychological functioning (Crocker & Major, 1989). Depression, anxiety, motivation and general satisfaction is associated with self-esteem with one's life (Harter, 1986; Rosenberg, 1986). Given the association, child and adult who lack self-esteem may be more dependent on their parents and have lower academic and vocational goals. Self-esteem is the way of personal and individual think about themselves and how well they do things that are important to them.

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting behavior confidence, communication, punctuality, skill, Arts, Culture and etc. Academic achievement motivation denotes the knowledge attained and skill developed in school subject, usually designated by test scores. Academic achievement motivation is influenced by personality, motivation, opportunities, education and training. Kumar (2001) defined academic achievement as the sum total of information gained after completing a course of instruction (partially or fully) in a particular grade that he has obtained on an achievement test.

In social science self-esteem continues to be one of the most commonly research concept (Baumeister, 1993). Teachers, parents, educators and administrators are commonly concerned about student academic achievement and self-esteem. Its significance is often exaggerated to the extent that low self-esteem is viewed as the cause of all evil and it's also affected on student's educational growth and self-esteem. In class rooms generally we can see that student with high self-esteem are make a good friends, their overall presentations are also good as compare low self-esteem student. It is the disposition to experience oneself as competent to cope with the basic challenge of life and as worthy of happiness.

Significance of Research

We can see that each of us, as human beings influences much that is within us and around us. A critical point in a children's development

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of self-esteem occurs when they start school. Many children's self-esteem falls when they have no cope with adults and peer in a new situation withrules that may be new and strange. In today's modern time, education is a very important part of our life. Before some time education was not so important. Now a day more challenges are face by students. Students with good self-esteem make a new relation and friends. It is important to evaluate the children's self-esteem objectively with a psychometrically and sound measure. The future of country rests on the shoulder of its children. Those children who one day will have the path of progress and life the country to the heights of development. To turn these children into strong pillars education plays a key role. Higher education is the basic tool for social transformation and national advancement. Due to improved standard of higher secondary education students with high academic scores alone are able to secure future admissions. There are several factors, which affect the academic performance of these students, and unless we understand these factors we can't produce intelligent and enthusiastic youngster.

Review Literature

With the title "Self-Esteem & Academic Performance among University Students" result is show that there was a significant relationship between academic performance and self-esteem. Moreover a significant difference was found between male and female students on self-esteem and academic performance scores, which indicate that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students (Arshad M. et. al. 2015). Joshi and Srivastava (2009) found that that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys. Vialle W. found there were no differences in measured self-esteem between the gifted and non-gifted students. More contentiously, though, the research found no correlation between self-esteem and academic achievement for the gifted group.

Definitions of important terms

Self Esteem: In the Present research Self Esteem refers to the scores obtained by the Subject on the "Self Esteem" Developed and standardized by A.M. Egly.

Academic Achievement Motivation: In the Present research Academic Achievement Motivation refers to the scores obtained by the Subject on the "Academic Achievement Motivation" Developed and standardized by Shrma T.R.

Aim of the Study

Main Objectives of Present Research were as under.
1. To Measure Self-esteem in students.
2. To Measure Academic achievement motivation in students
3. To check correlation between self-esteem and academic achievement motivation.
4. Null-Hypotheses
5. To Related Objectives of research Null Hypotheses were as under.
6. There will be no significance difference on self-esteem in students.
7. There will be no significance difference on Academic achievement motivation in students.
8. There will be no significance correlation between self-esteem and Academic achievement motivation.

Method

Participants

Size of 60 Respondents was taken for the collection of the data. For Data collection here Random Sampling method was used.

Instruments

Self Esteem Scale: the scale developed by A.M. Egly. This scale was 5 point scale. In this scale total 20 statement and out of 5 alternative subject tick, any one. This 5 alternative positive number 1,3,6,8,9,10,15,16,17 and 18 are awarded the scores 5,4,3,2,1 and negative numbers 3,4,5,7,11,12, 13,14,19 and 20 are awarded the score 1,2,3,4,5. The validity and reliability of the scale was high.

Academic Achievement Motivation Scale

The scale was developed by Sharma, T. R. There is 38 sentences n scale. This is a 2 point scale. The validity and reliability of the scale was high.

Procedure of Data collection

In this study random sampling Method was used. This is a paper and pencil self-administered questionnaires. Both scales can be administered individual and small group condition. There is no time limit but normally People take 40-50 minutes to answer all items of the scales. The instructions regarding the scale are given on the cover page. After proper instructions, scales were distributed and tell them for response as instructions. In the last researcher thanked to participants for their co – operation.

Data Analysis and Interpretation
(Statistical Technique)

In data analysis and interpretation method t test and co-relation were used.

Result and Discussion

The purpose of this research was to find out the Self-Esteem and academic achievement motivation in children. For this total two scales were used namely Self-Esteem and Academic Achievement Motivation. For the purpose total 60 students were taken as a sample with random method. For data analysis one way t test was used and for the check the relation between dependent variable co relation methods was used. Result of the present study is as under.

Ho.1 There will be no significance difference on self-esteem in students.

Result Table-1
Showing the Mean and t value of self esteem (N=60)

Sample	N	Mean	S.D.	t
Boys	30	46.05	11.98	1.10(NS)
Girls	30	12.28	12.28	

According to result table of self-esteem the mean of boys received 46.05 and girls received 47.65. The t value is 1.10. So here we can say that there was no significant difference in self-esteem in boys and girls student. Here first hypothesis is accept.

Ho.2 There will be no significance difference on Academic achievement motivation in students.

Result Table-2
Showing the Mean and t of Academic Achievement Motivation (N=60)

Sample	N	Mean	S.D.	t
Boys	30	28.19	9.06	1.69(NS)
Girls	30	28.61	9.19	

According to result of academic achievement motivation we can saw that mean of boys is 28.19 and girls are 28.61. t value is 1.69 which is not significant. Here no significant difference in Academic achievement motivation. Here second hypothesis is accept.

For this result possible reason will be now a day girls also have some opportunity for prove herself as boys have. In 21st century girls are educated. Girls know that what she actually wants. Family support their daughter for being strong, educated and earn money. Here we can see Women's empowerment.

Ho. 3 There will be no Correlation between Self-esteem and Academic Achievement Motivation

Result Table-3
Correlation between Self-Esteem and Academic Achievement Motivation

Variables	N	Mean	r
Self-Esteem	60	46.85	0.62
Academic Achievement Motivation	60	28.40	

Here 0.62 positive correlations between self-esteem and academic achievement motivation. It means self-esteem increases academic achievement motivation increases while self-esteem decreases academic achievement motivation decreases.

Conclusion

We can conclude by data analysis that there was no significant difference in self-esteem and Academic Achievement motivation in Boys and Girls. There was positive correlation between Self Esteem and Academic Achievement motivation.

Limitations of Study

It is a Quantitative Research. So there are some limitations of this research. Quantitative Research is efficient but focuses only on the end result, not the process itself, as qualitative research does. Quantitative data is precise and is often the result of surveys or questionnaires. Generalization of the result might be unfelt here. Another is Lack of Resources for large scale research. One most

limitation of this study is small sample size. This study was conducted in Rajkot City (Gujarat). The findings made in the study May be biased by the incorrect information given by participants. No other mental except questionnaires had been adopted in the present research work for the collection of information. In sample selection for this research Random method was followed. The present research is only a part of the study, thus generalization should not be consummated, and the scientific is not approached in the selection of sample.

Suggestions for Future Study

Endeavour can be executed to analyze move than 60 data of sample to attain better results. For the accumulation of information, variegated methods except questionnaires can be adopted. Selection of sample can be accomplished with the intake of different Students from different Education Stream, Types of collage or School, Religion, state and district to ascertain their Self-Esteem and academic Achievement motivation. To crown the edifice of the research work, other method of selecting sample can be appropriated.

Problems of Data Collection and Research

There are several problems faced by researcher some of them are as follows:

Irrelevant or duplicate data collected, pertinent data omitted, Erroneous or misinterpreted data collected, Poor documentation from sample, Conflicting data, Lack of equipment, Insufficient interaction, Lack of confidence and awareness in participants, Lack code of conduct in research in participant, Inadequate assistance, Improper library management., Lack of availability or access to literature.

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