



ISSN: 0975-833X

RESEARCH ARTICLE

A STUDY ON SELF-ESTEEM AND ACHIEVEMENT IN MATHEMATICS OF SECONDARY SCHOOL STUDENTS

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ARTICLE INFO

Article History:

Received 05th July, 2013
Received in revised form
24th August, 2013
Accepted 29th August, 2013
Published online 14th September, 2013

Key words:

Self-esteem,
Academic Achievement,
Achievement in mathematics

ABSTRACT

Self-esteem develops and evolves throughout our lives as we build an image of ourselves through our experiences with different people and activities. Experiences during our childhood play a particularly large role in shaping our basic Self-esteem. Many of the circumstances that affect a child's Self-esteem arise in connection with his life at school. The degree of child's self-esteem which will be influenced by his success or failure in the school situation will also be determined by the extent to which the child feels about his personal worth and about his achievement. The attempt made by the present study is to probe the relationship of self-esteem and achievement of secondary school students and to fill a gap in the existing literature on the subject. A sample of 300 students were selected from management and Government school high schools using purposive sampling technique. The tools used are Self Esteem Inventory developed by S. Karunanidhi (1996) and Achievement score obtained from schools by students. It is found that there is a medium level of Self esteem and Academic Achievement among high school students. There is a significant relationship between self esteem and academic achievement in mathematics. There is no significant difference between boys and girls, management and Govt. school students and rural and urban school students with respect to self esteem and academic achievement.

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INTRODUCTION

Self-esteem is a state of relative freedom from anxiety that serves as a major guideline in integrating human relations. Most people tend to avoid arousal of antagonism towards them or to avoid the possibility of lowering their feelings of self-esteem among others. Our self-esteem develops and evolves throughout our lives as we build an image of ourselves through our experiences with different people and activities. Experiences during our childhood play a particularly large role in shaping our basic Self-esteem. Many of the circumstances that affect a child's Self-esteem arise in connection with his life at school.

Academic Achievement is known to depend upon many factors. Self-esteem is one of the important factors which influence the individual's academic achievement. Therefore, it is one of the important variables to be considered for the individual's academic success or failure. So development of Self-esteem is essential for academic achievement. The degree of child's self-esteem which will be influenced by his success or failure in the school situation will also be determined by the extent to which the child feels about his personal worth and about his achievement. For children who do not perform well, their failure reinforced the avoidant behavior and the academic achievement situation becomes student frustration, boredom and conflict with one's teacher and parents. The attempt made by the present study is to probe the relationship of self-esteem and achievement of secondary school students and to fill a gap in the existing literature on the subject. Thus as a kind of studying the Self-esteem and Achievement of secondary school students the study is taken.

STATEMENT OF THE PROBLEM

The title of the present study is "A STUDY ON SELF-ESTEEM AND ACHIEVEMENT IN MATHEMATICS OF SECONDARY SCHOOL STUDENTS"

NEED AND SIGNIFICANCE OF THE STUDY

The central purpose of this study is to investigate the relation between Self-Esteem and Achievement in Mathematics of Secondary school students. On theoretical grounds, it is presumed that a significant relationship may exist between Self-Esteem and Achievement. The level of Self-Esteem is closely related to the Achievement level. The attempt made by the present study is to probe the relationship of Self-Esteem and Achievement of Secondary School Students and to fill a gap in the existing literature on the subject. Thus as kind of studying the Self-Esteem and Achievement of Secondary School students the study was conducted.

OBJECTIVES OF THE STUDY

1. To study the level of self esteem among secondary school students.
2. To study the difference in self-Esteem with respect to Gender, Locality and Management
3. To study the difference in Achievement in Mathematics with respect to Gender, Locality and Types of Institutions
4. To find out the relationship between Self-Esteem and Achievement in Mathematics of secondary school students
5. To find out the relationship between Self-Esteem and Achievement in Mathematics of secondary school students with respect to Gender, Locality and Types of Institutions.

VARIABLES

1. Self-Esteem
2. Mathematics Achievement
3. Self Esteem and Mathematics Achievement

HYPOTHESES

1. There is no significant difference in Self-esteem of secondary school students with respect to Gender, Locality and Types of Institution.
2. There is no significant difference in Achievement in Mathematics of secondary school students with respect to Gender, Locality and Types of Institution.
3. There is significant relationship between Self-esteem and Achievement of secondary school students.
4. There is significant relationship between Self-esteem and Achievement of secondary school students with respect to Gender, Locality and Types of Institution.

METHODOLOGY OF RESEARCH

The study will adopt a Normative Survey Method. The variables studied are the Self –Esteem and Achievement in Mathematics.

SAMPLE

The sample consists of 300 IX standard students from both Government and Management schools, Dharmapuri District.

TOOLS

- Self-Esteem Inventory developed and validated by S. Karunanidhi(1996) will be used for the study.
- Achievement scores obtained from the school by the student is to be used for this study.

STATISTICAL TECHNIQUES USED

The scores obtained were subject to statistical treatment using proper Statistical techniques. For this purpose Mean, Standard Deviation, t-test, and Correlation were use. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

DATA ANALYSIS

DESCRIPTIVE ANALYSIS

Mean and Standard Deviation of the variable Self Esteem

Total Score: 332			
Variable	N	Mean	SD
Self Esteem	313	225.2	37.73

Total Score: 100			
Variable	N	Mean	SD
Achievement in Mathematics	313	56.37	18.67

DIFFERENTIAL ANALYSIS

1. SELF –ESTEEM

Category	N	Mean	SD	't'	Significant level
Boys	160	232.88	35.08	0.022	NS
Girls	153	217.17	53.92		
Government	160	226.15	39.52	0.649	NS
Management	153	224.21	35.86		
Rural	161	229.92	36.17	0.023	NS
Urban	152	220.20	38.81		

II. ACADEMIC ACHIEVEMENT

Category	N	Mean	SD	't'	Significant level
Boys	160	58.72	18.83	0.023	NS
Girls	153	53.92	18.24		
Government	160	57.89	19.22	0.140	NS
Management	153	54.78	17.99		
Rural	161	56.16	18.29	0.836	NS
Urban	152	56.59	19.11		

III. CORRELATION ANALYSIS

Variables	N	r	p
Self Esteem and Achievement in Mathematics	313	0.738	S
Self Esteem and Achievement in Mathematics Boys	160	0.738	S
Self Esteem and Achievement in Mathematics Girls	153	0.733	S
Self Esteem and Achievement in Mathematics Government	160	0.741	S
Self Esteem and Achievement in Mathematics Management	153	0.736	S
Self Esteem and Achievement in Mathematics Rural	161	0.729	S
Self Esteem and Achievement in Mathematics Urban	152	0.761	S

FINDINGS

1. There is a medium level of Self Esteem among High School students.
2. Mean score of boys self esteem is greater than the girls' students. The students studying in Government schools are at a higher level than the students studying in management schools with respect to Self Esteem. Mean score of rural school students self esteem is greater than the urban schools students.
3. The achievement of high school students is medium level.
4. The achievements of students studying in Government schools are at a higher level than the students studying in Management schools. Rural school students' achievement is equal to the urban school students' achievement.
5. There is no significant difference in self esteem between boys and girls students, no significant difference between Government school students and management school students and there is no significant difference between rural school students and urban school students with respect to self esteem.
6. There is no difference between boys and girls of high school with respect to achievement, no significant difference between Government school students and Management school students, no significant difference between rural and urban school students with respect to achievement in mathematics.
7. There is a significant relationship between self esteem and achievement in mathematics.
8. There is a significant relationship between self esteem and achievement in mathematics of Boys, Girls, Government, Management, Rural and Urban High School students.

SUGGESTIONS FOR FURTHER STUDY

1. The present study can be done in differently abled students.
2. A study of class room climate contributing to self esteem could be attempted.
3. Experimental effect of positive psychology on student's self esteem and achievement can be studied.
4. A study of parenting styles contributing to self esteem could be attempted.
5. Self-esteem and values present in students of higher secondary schools can be studied.

RECOMMENDATIONS

1. In-service training and pre-service training of teachers could include self-esteem development.
2. Seminars on self-esteem could be arranged to higher secondary students.
3. Assertiveness training can also be arranged to higher secondary school students.

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