

A study of academic achievement of secondary school students of Magadha region (Bihar) in relation to their level of self-esteem and school type

¹ Dr. Ali Imam, ² Roshan Kumar Sinha

¹ Associate Professor, Department of Education, Integral University, Lucknow, Uttar Pradesh, India

² Research Scholar, Department of Education, Integral University, Lucknow, Uttar Pradesh, India

Abstract

The present study conducted to examine the effect of gender, level of self-esteem and school type on the academic achievement of secondary school students. The research population was taken from male and female secondary school students of Magadha region of Bihar. The samples selected through random sampling method including 1000 students (633 government and 367 private school students). The collected data was analyzed using SPSS package. The result of the study showed that gender had no significant effect on the academic achievement of secondary school students. It also shows that high self-esteem students have better academic achievement than low self-esteem students. It also revealed that there were no significant differences with regard to academic achievement of government and private school students in Magadha region of Bihar.

Keywords: gender, academic achievement, self-esteem, school type, secondary school students, Magadha region

Introduction

Education is like a diamond which appears to be of a different colour when seen from a different angle. It is the 'third eye' of man, which gives him an insight into all affairs and teaches him how to act. A person, who does not possess the light of education, may be really described as blind. It nourishes us like the mother, directs us to the proper path like the father, and gives us delight and comfort like the wife. It transmits the culture of one generation to another. It increases our fame and makes us more cultured. It is a constructive agency for improving our society. It takes place when new ideas combine with the old. It is growth and growth never stops.

Academic achievement of students has attracted attention of scholars and parents. The major aim of school is to work towards attainment of academic excellence by students. Academic scores have become the destiny charters for Indian students. Almost every adolescent student bears the heavy baggage of the expectations of parents and teachers. Social psychologists consider achievement in school as a consequence of the interplay of multifarious social factors. Academic achievement is a complex phenomenon and requires different approaches to understanding and interpretation. It is the function of many cognitive and non-cognitive aspects of personality.

Self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states. It is a feeling that is necessary for academic and social success. Self-esteem originates early and its structure becomes increasingly elaborate with the age. Building self-esteem in children requires collaboration between parents, school personnel and a child. Educators, parents, psychologist, sociologist, professionals and others agree that there is a need to develop individuals with a healthy

high self-esteem. Low self-esteem is associated with the use of maladaptive achievement strategies that students deploy are reflected in their overall problem behavior. Children with learning problems often experience frustration and develop emotional problem such as low self-esteem as a result of repeated failure.

Methodology

A list of secondary schools which come under the districts in Magadha region of Bihar was first prepared. To facilitate the survey, first of all the permission of the principals of school was approached who gave permission to survey the schools. In all, 1000 respondents were drawn from 25 institutions from the final sample for the study. The sample comprised of 500 boys and 500 girls. Out of 25 schools there were 15 government and 10 private schools. The study was conducted on 633 government school students (327 boys and 306 girls) and 367 private school students (173 boys and 194 girls).

Data collection procedure

Prior permission of the heads of the institution were sought for approaching the students of all the 25 schools of Magadha region of Bihar. The student list was taken from the academic office to know the strength of the students and for selection of the sample. The class teachers were requested for administering the self-esteem scale and school adjustment inventory and for eliciting the auxiliary information of the students. Students were made to sit comfortably and provided them the assessment material. After contacting students, the investigators explained the objectives of the study to them. The students were assured that the information provided by them would be kept confidential. The questionnaires were self-administered to the students. The necessary instructions were given to the respondents before filling the

questionnaires. The students were asked to read the statements carefully and requested them to give their response for each and every statement. The example given in the test booklet was duly illustrated. The investigator had also given full freedom to the students to ask the meaning of the words or sentences which were beyond their understanding. There was no limit of time for the completion of the given questionnaire. Before starting the test all doubts of students were clarified.

Objectives of the study

- To compare the academic achievement of class IX male and female students.
- To compare the academic achievement of IX class students having high and low self-esteem.
- To compare the academic achievement of class IX government and private school students.

Hypotheses of the study

- There is no significant difference between the academic achievement of male and female class IX students.
- There is no significant difference between the academic achievement of IX class students having high and low self-esteem.
- There is no significant difference between the academic

achievement of class IX government and private school students.

Results

Table 1: Comparison of mean academic achievement scores of male and female secondary school students

Gender	N	Mean	SD	df	t-value	Sig./not sig.
Male	500	58.94	12.53	998	1.640	Not significant
Female	500	60.25	12.56			

Table - 1 presents the mean academic achievement score of male and female school students. Total number of male and female students is 500 each. The mean academic achievement scores of male students are 58.94 and female students are 60.25. The SD of male students is 12.53 and SD of female students is 12.56. The statistically calculated t-value is 1.640 with degree of freedom 998 which is not significant at 0.01 level of significance. It indicates that the first hypothesis which states that “*there is no significant difference between the academic achievement of male and female class IX students*” is accepted. It clearly states that male and female students are equally good in their academic achievement at secondary stage in Magadha region of Bihar.

Table 2: Comparison of level of self-esteem and academic achievement

Level of Self-esteem	N=1000	Mean	SD	df	t-test	Sig./not sig.
High	502	68.60	11.85	998	32.79*	sig. at 0.01 level
Low	498	50.52	3.33			

*Significant at 0.01 level

Table 2 presents the mean academic achievement score of High and Low self-esteem secondary school students. Total number of High and Low self-esteem secondary school students is 1000. The mean academic achievement scores of high self-esteem secondary school students is 68.60 and mean academic achievement scores of low self-esteem secondary school students is 50.52. The SD of academic achievement scores of high self-esteem secondary school students is 11.85 and the SD of academic achievement scores of low self-

esteem secondary school students is 3.33. The statistically calculated t-value is 32.79 with degree of freedom 998 which is significant at 0.01 level. The result indicates that the hypothesis which states that “*There is no significant difference between the academic achievement of IX class students having high and low self-esteem.*” is rejected. It shows that high self-esteem students have better academic achievement than low self-esteem students.

Table 3: Comparison of school type and academic achievement

School type	N=1000	Mean	SD	df	t-test	Sig./not sig.
Government	633	59.82	12.51	998	0.755	Not sig.
Private	367	59.20	12.65			

Table 3 presents the mean academic achievement score of Government and Private secondary school students. Total number of Government and Private secondary school students is 1000. The mean academic achievement scores of government secondary school students is 59.82 and mean academic achievement scores of private secondary school students is 59.20. The SD of academic achievement scores of government secondary school students is 12.51 and the SD of academic achievement scores of private secondary school students is 12.65. The statistically calculated t-value is 0.755 with degree of freedom 998 which is not significant at any level. The result indicates that the hypothesis which states that “*there is no significant difference between the academic*

achievement of class IX government and private students” is accepted. It shows that government and private secondary school students have equal academic achievement.

Table 4: School type and self-esteem

Variables	Govt.(633)		Private (367)		
	Mean	SD	Mean	SD	
SE	161.10	16.31	160.26	16.71	0.781
SA	13.51	4.75	14.27	5.14	2.381*

*significant at 0.05 level

Table 4 presents the school type and academic achievement of male and female secondary school students. Mean of self-

esteem scores of government school students is 161.10 and mean of self-esteem scores of private school students is 160.26. The SD of self-esteem scores of government school students is 16.31 and SD of self-esteem scores of private school students is 16.71. The mean of school adjustment scores of government school students is 13.51 and mean of school adjustment scores of private school students is 14.27. The SD of school adjustment scores of government school students is 4.75 and SD of school adjustment scores of private school students is 5.14. The statistically calculated t-value of self-esteem scores of government and private school students is 0.781 and the statistically calculated t-value of school adjustment scores of government and private school students is 2.381 with degree of freedom 998.

Discussion

The study indicates that there is no significant difference between the academic achievement of male and female secondary school students. The finding of this study is supported by Rodney *et al.* (2008)^[15], Abubakar and Oguguo (2011)^[2], Abubakar and Adegboyega (2012)^[1], Peter Ogbianigene Dania (2014)^[6] found that there was no significant difference between the academic achievement of male and female students.

In addition, the study also revealed that there is a significant difference between the academic achievement of high and low self-esteem secondary school students. The study is in line with Hay *et al.* (1998)^[10] who stated that high self-esteem students have better academic achievement than low self-esteem students.

Furthermore, the study shows that there is no significant difference between the academic achievement of government and private school students. This finding is supported by Keeves, J.P. (1978)^[12] who subscribed that type of school, classified as public or private did not make any difference in the determination of students' academic performance. Alimi, O.S. (2012)^[4] also found that there was no significant difference in the academic performance of students in public and private senior secondary schools in Ondo State.

References

1. Abubakar RB, Adegboyega BI. Age and gender as determinants of Academic achievements in college Mathematics, Omoku, River state. *Asian Journal of natural and applied sciences*. 2012; 1(2):121-126.
2. Abubakar RB, Oguguo OD. Age and gender as predictors of Academic achievement of college mathematics and science students. In *Instructional conference on teaching, learning and change*. Institution association for teaching and learning (IATEL), 2011.
3. Akinleke OW. An Investigation of the Relationship between Test Anxiety, Self-esteem and Academic Performance among Polytechnic Students in Nigeria. *International Journal of Computer Applications*. 2012; 51(1):47-50.
4. Alimi OS, Ehinola GB, Alabi FO. School Types, Facilities and Academic Performance of Students in Senior Secondary Schools in Ondo State, Nigeria, *International Education Studies*. 2012; 5(3).
5. Bachman JG, O'Malley PM. Self-esteem in young men: A

- longitudinal analysis of the impact of educational and occupational attainment, *Journal of personality and social psychology*. 1977; 35:365-380.
6. Dania PO. Effect of Gender on Students Academic Achievement in secondary School Social Studies, Abraka, Nigeria, *Journal of Education and Practice*. 2014; 5(21):78-84.
7. Donnellan MB, Trzesniewski KH, Robins RW, Moffitt TE, Caspi A. Low self-esteem is related to aggression, antisocial behavior, and delinquency. *Psychological science*. 2005; 16(4):328-335.
8. El-Anzi, Owayed F. Academic achievement and its relationship with anxiety, self-esteem, optimism, and pessimism in kuwaiti students. *Social Behavior and Personality: an international journal*. 2005; 33(1):95-104.
9. Ferkany M. The educational importance of self-esteem. *Journal of philosophy of education*. 2008; 42:119-132.
10. Hay I, Ashman AF, Van-Kraayenoord CE. Educational characteristics of students with high or low self-concept, *Psychology in the schools*. 1998; 35(4):391-400.
11. Joshi Sobhna, Srivastava Rekha. Self-esteem and academic achievement of adolescents. *Journal of the Indian academy of applied psychology*. 2009; 35:33-39.
12. Keeves JP. Approaches to the goal of Australian Schools; In Cruz, J.V.D & Sheehan, P.J (Eds) *A Changing Perspective in Educational Planning*, Malbourne; ACER. 1978, 92-107.
13. Lane J, Lane AM, Kyprianou A. Self-efficacy, self-esteem and their impact on academic performance. *Social behavior and personality: An international journal*. 2004; 32(3):247-256.
14. Pullman H, Allik J. Relations of academic and general self-esteem to school adjustment. *Personality and Individual Difference*. 2008; 45(6):559-564.
15. Rodney AC, Raymond PP, Lance WR, Tracey P. Gender, psychological dispositions and the academic achievement of college students. *Res High Education*. 2008; 49:684-703.