Abstract

The study aimed to examine the self-esteem and academic achievement of the higher secondary students of Garo Hills District of Meghalaya. 90 participants were collected through purposive sampling - (MBOSE) (n=45) and (CBSE) (n=45) of West Garo Hills District of Meghalaya. Rosenberg Self Esteem Scale was used to measure the sample’s self-esteem. Academic Achievement of the students was measured by their score of the forgoing exam. The study exposes that academic achievement of the students under study does not have any influence on their self-esteem in two different educational settings though large difference was found in their academic achievement.

1. Introduction

Self-esteem is an important indicator of personality and adolescence is the peak time for its development. One’s performance and aims of life depends on how one value or think about one. Each and every activity or demonstrated behaviour is determined by one’s own attitude towards oneself. That is why many efforts are being made by the researchers, social psychologists, and educationist to correct the errors in their personality growth from their early teen stage. With the development of cognitive ability, the children are subjected to face the physical, sexual and emotional changes which in turn change their societal locus in their adolescent period. Most of the time, they tend to act mature and try to achieve independence, the success of which, many extent depend on their self-confidence and self-esteem forming their identity in the long run. At this stage they try hard to understand their uniqueness and discover their strength, ‘who' they are and what kind of role they want to play in their adulthood and establish a strong self-image- in short a self-identity (Feldman, 2011). Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of
independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and their future.

Though there may be numerous determinants of self-esteem—culture, place, religion, parenting style, educational setting, performance, exposure etc. However, unfortunately in the context of our country India, it has been always felt that children consider their school performance to be the robust standard of indexing their self. They are judged by the society, elders, even by them, in terms of positive identity only on the basis of their academic achievement. Therefore, their self-esteem is often seen to be elevated with the high academic achievement and oppositely decreased with the low academic performance (Ahmed et al., 2013). Poor performance elevates the feeling of insecurity and low esteem which aggravate them to withdraw and indulge in unethical behaviour. Such cases are more common in the North-eastern part of India where students hardly are exposed to modern facilities starting from communication and transportation to the basic facilities of good educational institutions. Meghalaya, one of the state of this region, the home to one of the India’s largest and fastest growing youth population (Govt. of Meghalaya, 2012) having higher literacy rate (75.48) than the average National Literacy rate which is 74.04 (Population Census of India, 2011), unexpectedly exhibiting very poor academic performance in secondary exams. In fact, the state is trying hard to raise the pass percentage of the students under Meghalaya Board of Education (MBOSE) and reduce dropouts but someway witnessing failure (www.theshilllongtimes.com, 2011) manifesting lowest pass percentage in some of the district like Garo hills (http://thenortheasttoday.com) heading the district towards the problems of unemployment, depression, substance abuse, violence and militancy (www.theshilllongtimes.com, 2014).

This delved the investigator to study the self-esteem and academic achievement of the higher secondary students of Garo Hills District of Meghalaya affiliated to Meghalaya Board of School Education (MBOSE) and Central Board of School Education (CBSE).

2. Review of Literature

Studies reported that Age, level of education and place of residences affects the self-esteem of school children (Jasmine, 2015). Cho and Lee (2014) found no significant effect of teenager self-esteem on delinquency. Cultural and economic investment is significantly related with school children’s self-esteem (Esther Ho, n. d). No significant relation was also found between ethnicity and self-esteem (Brouillard & Hartlaub, 2005).

If Self-esteem is associated with educational settings and academic achievement, it was found to be significantly correlated with mathematics score but not with semesters scores (Bahrami & Bahrami, 2015). High achievers have significantly high self-esteem than the low achievers (Chaudhari, 2015). However, no difference was observed among the government and private school students on self-esteem (Reddy et al., 2015). Correlation between self-esteem and academic achievement was found low among the university students of biotechnology (Olea et al., 2012). Whereas, another study shows that Academic achievement has a major effect on the self-esteem of 7th, 8th and 9th grade students (Alves-Martins et al., 2002). Study also revealed that engineering students with high Grade point found to have higher self-esteem (Harris, 2009). Jain (2015) reported in the United Granted Commission reported that there was improvement in the level of achievement motivation, self-efficacy, academic performance, and subjective well-being but not in the self-esteem through interventions. Inconsistently, research report says that positive therapy involving deep breathing exercise, relaxation training, counselling, exercises and behavioural assignments is effective in aggregating the self-esteem of teachers (Saranya and Rohini, 2015).
Massoni (2011) suggest that extracurricular activities have positive effect on the self-esteem of students. Sharma and Agarwal (2015) in their study also suggested that Self-esteem has been negatively linked with poor academic achievement. Research studies always have been suggesting that Aggressive or violent behaviour is the outcome of high self-esteem (Baumister et al., 2000).

3. Objectives of the Study

I. To study the self-esteem (SE) and academic achievement (AA) of the higher secondary students of MBOSE and CBSE.

II. To find the difference in self-esteem of the higher secondary students of MBOSE and CBSE.

III. To find the difference in the self-esteem of the higher secondary students of MBOSE and CBSE.

IV. To understand the relationship between Self-esteem and Academic Achievement among the higher secondary students affiliated to MBOSE.

V. To understand the relationship between Self-esteem and Academic Achievement among the higher secondary students affiliated to CBSE.

4. Hypotheses

I. There is no significant difference between the higher secondary students of MBOSE and CBSE in their self-esteem.

II. There is no significant difference between the higher secondary students of MBOSE and CBSE in academic achievement.

III. There is no significant relation between the higher secondary students of MBOSE and CBSE in their self-esteem.

IV. There is no significant relation between the higher secondary students of MBOSE and CBSE in their academic achievement.

5. Methods and Materials

I. Participants: 90 participants were collected through purposive sampling from two different higher secondary schools affiliated to two different boards- Meghalaya Board of School Education (MBOSE) (n=45) and the central Board of School Education (CBSE) (n=45) of West Garo Hills District of Meghalaya.

II. Material: Rosenberg Self Esteem Scale (Rosenberg, 1965) was used to measure the sample’s self-esteem. The scale consists of 10 items (five negative and five positive) using Likert 4-point Scale describing ‘Strongly Agree’, ‘Agree’, ‘Disagree’ and ‘Strongly Disagree’ with the score value of 1, 2, 3 and 4 respectively. Academic Achievement of the students was measured by their score of the forgoing exam. Score of 60% and above was rated as ‘high’, 45% to 59% rated as ‘average’ and 44% and below as ‘low’.

III. Statistical techniques: Descriptive statistics, Pearson’s correlation coefficient and t-test were used to achieve the objectives.

6. Result and Discussion

The study exposes that both the students of MBOSE and CBSE have average self-esteem as shown in the table 1. The table also depicts the difference between the students of MBOSE and CBSE in their self-esteem and academic achievement which is mentioned in objectives 2 and 3. Hence it is
revealed that there is no significant difference between the students of MBOSE and CBSE in their self-esteem. However, the study showed a significant difference (p<0.01) in academic achievement of the students affiliated to two different boards. In this way the 3rd hypothesis is accepted whereas the 4th one is rejected. The study further, clearly reveals that students of CBSE showing high academic achievement which is better than the students of MBOSE.

### Table 1. Difference in Self-esteem and academic achievement of students

<table>
<thead>
<tr>
<th>Variables</th>
<th>Samples</th>
<th>Count</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Esteem</td>
<td>MBOSE</td>
<td>45</td>
<td>25</td>
<td>2.46</td>
<td>.03</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>CBSE</td>
<td>45</td>
<td>23</td>
<td>3.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>MBOSE</td>
<td>45</td>
<td>56</td>
<td>8.04</td>
<td>8.6</td>
<td>Significant at 0.01</td>
</tr>
<tr>
<td></td>
<td>CBSE</td>
<td>45</td>
<td>74</td>
<td>11.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Correlation between the SE and AA of students of MBOSE

<table>
<thead>
<tr>
<th>Correlation (MBOSE)</th>
<th>Academic Achievement</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>-0.15</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

Table 3: Correlation between the SE and AA of students of CBSE

<table>
<thead>
<tr>
<th>Correlation (CBSE)</th>
<th>Academic Achievement</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>-0.15</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

Table 2 illustrates the correlation between Self-esteem and Academic Achievement among the higher secondary students affiliated to MBOSE (Objective no.4). The investigation showed that there is no significant relation between Self-esteem and Academic Achievement among the students of MBOSE. Therefore, the 3rd hypothesis is accepted.

Again after examining the 4th hypothesis, it is also revealed that there is no significant relation between Self-esteem and Academic Achievement among the higher secondary students affiliated to CBSE which is in consistent with the study done by Okea et al. (2012). Hence, the hypothesis is accepted.

The study exposes that academic achievement of the students under study does not have any hold on their self-esteem in two different educational settings though large difference was found in their academic achievement. Their average self-esteem can be enhanced by different intervention by the teachers, counsellors and through different extra-curricular activities.

### 7. Suggestions

The study is helpful for the experts involved in constructing the curriculum for secondary and higher secondary in Meghalaya Board of School Education as their academic achievement was found average which is not enough to compete with the fast changing world. More studies can be
conducted on the students affiliated to MBOSE to understand the related factors with their self-esteem and academic achievement.

8. References


