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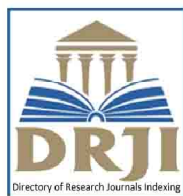
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SELF-ESTEEM AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract

The primary purpose of this study was to determine the influence of self-esteem on academic achievement among high school students in Miandoab City of Iran. The methodology of the research is descriptive and correlation that descriptive and inferential statistics were used to analyze the data. Statistical Society includes male and female high school students in Miandoab City in 2013-2014, that their numbers were 610 people which includes a string of experimental sciences and human sciences. Sample of the study consisted of 40 patients, 20 patients were female and 20 were male. Selected randomly from among high school students. Tool to measure self-esteem questionnaire is that the Cooper smith 1966 by correcting on the scale of Rogers, Dymond (1945). The GPA scores was used as the basis of academic achievement.

The resulting findings of this study indicate a very high correlation between academic achievement and self-esteem and concluded that there is significant positive correlation between self-esteem and academic achievement. Also, in this study the self-esteem in boys and girls is almost the same and there is no significant difference in this case, because the correlation is quite high in both groups.

Self-esteem is important to everyone. Having a high self-esteem has many positive effects and benefits, especially among high school students. This study explored the relationship of self-esteem and academic achievement with variable like gender. This study suggests high school to develop positive self-esteem in order to face the problems and challenges of the present complex world with more confidence and courage.

Keywords: *Self-esteem, Academic achievement, High school Students.*

INTRODUCTION

Empirical evidence indicates that self-esteem is a fairly good predictor of mental health in adults (Coopersmith, 1967) and adolescents (Rosenberg, 1986). In addition, high self-esteem has been positively correlated with creativity, academic achievement, resistance to group pressure, willingness to express unpopular opinions, and effective communication between parents and youth (Adair, 1984). Many investigators have explored the association between self-esteem and various social and psychological problems (Kaplan, 1975) review of this literature concludes that there are significant relationships between low self-esteem and delinquency, crime, alcoholism, drug abuse, mental disorders, aggressive behavior, and suicidal behavior. Rosenberg (1985) and Kaplan and (Pokorny, 1969) concluded that there is a significant negative relationship between self-esteem and depression. The relationship between self-esteem and school performance is primarily attributable to the effect of school performance on self-esteem (Faunce, 1984; Skaalvik, 1983).

Typically, academic achievement has been strongly related to self-esteem; many studies have demonstrated significant positive relationships between these variables (Faunce, 1984; Daniel, & King, 1995; Skaalvik, 1983).

STATEMENT OF THE PROBLEM

High school is the time when most students are developing their sense of identity of being whom they are. Through the many pressures and daunting responsibilities of being a student, one learns and understands the importance of having a high self-esteem in the school.

Self-esteem is important to everyone. We all need positive self-esteem to feel good about ourselves. Positive (High) self-esteem is feeling good about whom we are; Liking ourselves regardless of successes or failures. Positive self-esteem means that we do not judge ourselves based on what other think or say, or how

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much we can accomplish. High self-esteem is being comfortable in our own skin, knowing that we are a good person, and feeling good about it.

Self-esteem is the product of two internal assessments or judgment, the global judgment and one's self-worth. The key to self-esteem is that amount of discrepancy between what a person desire and what that person believes he/she has achieved and the overall sense of support that person feels from people around him/her (Rosenberg, 1965).

SIGNIFICANCE OF THE STUDY

Having a high self-esteem has many positive effects and benefits, especially among high school students. Positive self-esteem is one of the building blocks of academic achievement; it provides a firm foundation for learning. Students who feel positive about themselves have fewer sleepless nights, succumb less easily to pressures of conformity by peers, are less likely to use drugs and alcohol, are more persistent at difficult tasks, are happier and more sociable, and most pertinent to this study is that they tend to perform better academically.

Low self-esteem can lessen a student's desire to learn, her ability to focus, and her willingness to take risks. High school students with a low self-esteem tend to be unhappy, less sociable, more likely to use drugs and alcohol, and are more vulnerable to depression, which are all correlated with lower academic achievement (Wiggins, 1994). Academic achievement is influenced by perceived competence, locus of control, autonomy, and motivation (Wiest, 1998) self-esteem is an internal sense of worth. It reflects an inner confidence and self respect and it shines outwardly by the actions one takes.

OBJECTIVES OF THE STUDY

1. To find out the relationship between self-esteem and academic achievement of high school students
2. To find out the relationship between in self-esteem with respect to gender among high school Students.

METHODOLOGY

The methodology of the research is descriptive and correlation that descriptive and inferential statistics were used to analyze the data.

Statistical Society includes male and female high school students Miandoab City in 2013-2014, that their numbers were 610 people which includes a string of experimental sciences and human sciences. Sample of the study consisted of 40 patients out of which 20 patients were female and 20 were male Selected randomly from high school students. Tool to measure self-esteem questionnaire is that the Cooper Smith 1966 by correcting on the scale of Rogers, Dymond (1945), The researcher prepared and carried out the study with the questionnaire constructed based on 5 topics.

1. Educational practices
2. Social Relationships
3. Families
4. Self
5. Future

The GPA scores were used as the basis of academic achievement.

ANALYSIS AND INTERPRETATIONS OF THE DATA

Table1-1. Study on Self-esteem on Academic Achievement on Boy Students in High School in Miandoab City of Iran

$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$
643	298/45	22341	4542/17	9967/1



Table2-1. Study of Descriptive Statistics on Boy Students' Self-esteem and Academic Achievement Test

coefficient of determination	Degree of Freedom	Pearson Correlation Coefficient	range	Standard Deviation	Variance	Mean	Median	Mode	No	Group of males
92/16	19	0/96	7/45	2/15	4/65	14/92	14/87	14/95	20	Academic Achievement
92/16	19	0/96	30	9/37	87/81	32/15	31	32/5	20	Self-esteem

Table1-2. Study on Self-esteem on Academic Achievement on Girl Students in High School in Miandoab City of Iran

$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$
604	301	19644	4580/58	9340/35

Table2-2. Study of Descriptive Statistics on Girl Students' Self-esteem and Academic Achievement Test

coefficient of determination	Degree of Freedom	Pearson Correlation Coefficient	range	Standard Deviation	Variance	Mean	Median	Mode	No	Group of female
86/49	19	0/93	5/5	2/52	6/40	15/05	15/12	15/38	20	Academic Achievement
86/49	19	0/93	29	8/59	73/85	30/2	31	26/6	20	Self-esteem

In this study, we want to know who we are:

1. Is there relationship between self-esteem and academic achievement?
2. 2-Is there relationship with gender and self-esteem?

The variable (X) indicates the students' self-esteem scores and variable (Y) represents the average score of the students. The scores were collected from the high schools students. Statistical data and calculations using the Pearson's correlation coefficient generated the following results:

In male students is a very high correlation token 0/96. The sign of the correlation coefficient for female students 0/93 are very high. The correlation between the index of "+1" and "-1" are variable in this study, the correlation is positive and self-esteem in boys and girls are similar and hence there is no significant difference between the self-esteem of boys and girls correlation was not very high in both. According to the obtained correlation between self-esteem and academic achievement, the hypothesis, there is a positive correlation between the two variables is accepted and it's concluded that academic achievement and self-esteem are related. Higher the self esteem, better the academic achievement. Conversely, lower the self-esteem, academic achievement will be weaker.

FINDINGS AND DISCUSSIONS

The findings of this study indicate a very high correlation between academic achievement and self-esteem therefore it is concluded that there is significant positive correlation between self-esteem and academic achievement. Also, in this study the self-esteem in boys and girls is almost the same and hence there is no significant difference based on gender, because the correlation is quite high in both groups.

Coordination of research between the present and previous research findings (Faunce, 1984; Daniel, & King, 1995; Skaalvik, 1983). Will be based on the there is a direct relation between self-esteem and academic



achievement. So, we can conclude that this research can be extended to high school students in the Miandoab City.

The relationship between self-esteem and gender is not confirmed, because there is no significant difference in the self-esteem of girl and boy students.

Some studies reported that males seem to have higher self-esteem than girls (Kling, et al., 1999; Lent & Figuera-McDonough, 2002). The present study is also in agreement with the above findings.

CONCLUSIONS AND RECOMMENDATIONS

The present results suggest that the self-esteem of all students' might be facilitated by interventions targeted at both school and family factors. The following recommendations may help to develop positive self-esteem among students:

- Recommendations will be forwarded to educators and administrators in Iran to develop programs that indirectly promotes students self-esteem by addressing their depression and reinforcing their positive personality characteristics, Schools, teachers, parents, and society should address both self-esteem and its related predictors as integral parts of the students' learning experience.
- Teach the students to accept themselves in spite of their flaws or imperfections that they might have.
- Train them to take pride in doing good things in order to gain a sense of power and confidence to continue doing so.
- Negative self-talk can have devastating effects on our self-esteem. Our thoughts affect emotions, and our emotions affect our behavior. The students can thus be taught to think positively which will help them to feel that they can, and they will probably start acting more positively.
- Teach the students to enjoy the life encourage them to do nice thing for themselves, or someone else if it makes them feel good, every day.
- Encourage them to try new things and to develop new friendships so that they will learn new skills that will help them to feel better about themselves.
- Encourage them to compliment themselves so That they won't sit around waiting for someone else to boost their self-esteem. Then in the event of criticism or rejection, train them to think positively about who they are, through their accomplishments.
- Equip them to learn more about themselves in order to build inner strength and confidence (i.e., Self-esteem).

Limitations of this study and suggestions for future research will be discussed.

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