

Relationship between Academic Achievement and Self-Esteem among Secondary School Going Tribal Students in Sidhi District of Madhya Pradesh, India

Padmini Sa¹, K.K.N. Sharma²

¹Research Scholar, Department of Anthropology, Dr. H.S. Gour Vishwavidyalaya, Sagar, (M.P.) - 470003, India.

²Professor, Department of Anthropology, Dr. H.S. Gour Vishwavidyalaya, Sagar, (M.P.) - 470003, India.

Corresponding Author: Padmini Sa

DOI: <https://doi.org/10.52403/ijhsr.20240749>

ABSTRACT

Self-esteem has long been considered a vital component of good mental health. Self-esteem is each person's belief about his value and importance. The aim of this study is to investigate the relationship between academic achievement and self-esteem among secondary school going tribal students in Sidhi District of Madhya Pradesh, India. The present study was carried out among 2200 secondary school going tribal students by using purposive sampling in Sidhi District of Madhya Pradesh, India. The result shows that there was significant relationship between gender, tribe, academic achievement and self-esteem. The study concluded that strategies to improve students' self-esteem are essential in educational systems.

Keywords: *Self-esteem, academic achievement, secondary school going tribal students,*

INTRODUCTION

Self-esteem refers to a personal evaluation of his or her worth as a person (Marsh & O'Mara, 2008; Rosenberg, 1965). Self-esteem is associated with a number of important psychological phenomena, both positive and negative. High self-esteem has been related with productive coping strategies, enhanced motivation, and a positive emotional state (Harter, 1990a). Those with high self-esteem experience an incremental improvement in their quality of life. Low self-esteem, on the other hand, sets an individual more at risk for many emotional and behavioral disorders, such as anxiety, lack of motivation, suicidal behavior, eating disorders, conduct disorders, delinquency, loneliness, substance abuse, reality avoidance, depression, educational

decline and self-destructive behavior (Babaei, 2015; Harter, 1990b). Studies show that people with high self-esteem are much more confident than those with lower self-esteem, and thus easily reach their goals and self-actualization (Yelsma & Yelsma, 1998) and better educational status (Hosseini et al., 2007).

Self-esteem plays an important role in determining academic achievement and for students who obtained high achievement in their studies; the confidence level is higher than those who attained less because the latter are disadvantaged by their lack of self-confidence (Aryana, 2010). While increasing the learners' self-esteem can help to improve their academic performance (Rubie et al., 2004), a poor academic attainment does not

necessarily display a low general self-confidence (Pullmann & Allik, 2008). Studies found that on the association between the self-esteem and academic achievement was significant (Wibowo, 2016; Lockett & Harrell, 2003). In contrast, there was no relationship between self-esteem and academic achievement (Marsh & O'Mara, 2008; Kohn, 1994; Yogev & Ilan, 1987; David & Keith 1987; Maruyama et al., 1981). There are a good number of research papers on self-esteem and academic achievement, but very few focuses on the secondary school students special to tribal students. Problems like low self-esteem can be a major factor in determining students' future perspectives regarding academic success. The present study is an attempt to understand the relationship between academic achievement and self-esteem among secondary school going tribal students in Sidhi District of Madhya Pradesh, India.

MATERIALS & METHODS

The Universe of the Study

The present study has been carried out among Gond and Kol tribal students which are predominant tribes in Sidhi District of Madhya Pradesh, India.

Sample Size and Sampling

The present study has been conducted among 2200 students (1100 male & 1100 female) studying from grade 9th to 12th students in the age group between 14-18 years on the basis of purposive sampling. For sampling size calculation, Krejcie and Morgan's method was followed.

Data collection tools and techniques

Information regarding socio-demographic variables was obtained through pre-structured questionnaires. Academic achievement was measured by grades and test scores and Self-esteem was measured by Rosenberg Self-esteem Scale (Rosenberg, 1965).

Data analysis

Mean, SD, Chi-square test and regression analysis applied using SPSS 20 and MS Excel.

RESULTS AND DISCUSSION

The present study was carried out among 2200 secondary school students from grade 9th to 12th with ages ranging from 14-18 years. Mean \pm SD age of the participants was 16.08 \pm 1.15 years. About 34.7% of students were in the age of 15 years, 31.8 % of students from grade 9th, about 16.3 % of father and 35 % of mothers were illiterate. Nearly 40% of parent's monthly income was 5000-10000. More than half of the students had low self esteem and medium academic achievement (table 1).

When measuring the relationship between the level of self-esteem and the socio-demographic variables of the participants, it was found that the prevalence of low self-esteem was significantly more common among the females ($P < 0.001$). The present findings also corroborate with previous studies (Mohammad, 2010; Aunola et al., 2000), which confirmed that there were significant differences in self-esteem between genders, and male students have high self-esteem as compared to female students. In contrast, some of the finding shows that there was no relationship between gender and self esteem (Patton et al., 2004; Rozumah et al., 2009). The present study also found that significance difference between tribe and self esteem ($P = 0.019$) and positive relation between academic achievement and self esteem ($P = 0.029$) which corroborate with previous studies (Lockett & Harrell, 2003; Schmidt & Padilla, 2003; Bankston & Zhou, 2002). In contrast, there is no significant relationship found between self-esteem and academic achievement (Yogev and Ilan, 1987; Maruyama et al., 1981).

The multivariate regression model shows that compared to males, the chance of having low

self-esteem among females was predicted to increase by at least 1.6 times higher (AOR=1.638; 95% CI=1.113-2.239; P<0.001). Also compared to tribes, the chance of having low self-esteem was 1.7 times (AOR=1.729; 95% CI=1.233-2.416; P=0.019)

more than Gond tribal students. Further compared to participants with high academic achievement, the chance of low self-esteem was estimated 60% (AOR=1.118; 95% CI= 0.839-1.532; P=0.027).

Table 1: Socio-demographic characteristics of study population (n=2200)

Variable	Frequency (%)
Gender	
Male	1100(50.0)
Female	1100(50.0)
Age (years)	
14	108 (4.9)
15	764 (34.7)
16	465 (21.1)
17	570 (25.9)
18	293 (13.4)
Grade	
9 th	700(31.8)
10 th	530(24.1)
11 th	500(22.7)
12 th	470(21.4)
Tribe	
Gond	1200(54.5)
Kol	1000(45.5)
Father's education	
Illiterate	359 (16.3)
Below primary	691 (31.4)
Primary	558 (25.4)
Middle	297 (13.5)
Secondary	167 (7.6)
Senior secondary	89 (4.0)
Undergraduate	39 (1.8)
Mother's education	
Illiterate	769 (35.0)
Below primary	593 (27.0)
Primary	746 (33.9)
Middle	64 (2.9)
Secondary	28 (1.2)
Parent monthly income (in rupees)	
Below 5000	328 (14.9)
5000-10000	827 (37.6)
10000-15000	582 (26.5)
15000 and above	463 (21.0)
Self-esteem	
Low	1129 (51.3)
Normal	621 (28.2)
High	450 (20.5)
Academic Achievement	
Low	652 (29.6)
Medium	1264 (57.5)
High	284 (12.9)

Table 2: Association between the level of self-esteem and the socio-demographic characteristics of the participants (N=2200)

Variable	Level of self-esteem		P-value
	Low (n=1129)	Normal/High(n=1071)	
Gender			
Male	480 (42.5)	620 (57.9)	<0.001**
Female	649 (57.5)	451 (42.1)	
Tribe			
Gond	418 (37.0)	782 (73.0)	0.019**
Kol	711 (63.0)	289 (27.0)	
Grade			
9 th	348 (30.8)	352 (32.9)	0.527
10 th	238 (21.1)	292 (27.3)	
11 th	307 (27.2)	193 (18.0)	
12 th	236 (20.9)	234 (21.8)	
Age (in years)			
14	16 (1.4)	92 (8.6)	0.581
15	401 (35.5)	363 (33.9)	
16	228 (20.2)	237 (22.1)	
17	343 (30.4)	227 (21.2)	
18	141 (12.5)	152 (14.2)	
Father's education			
Illiterate	258 (22.9)	101 (9.4)	0.729
Below Primary	420 (37.2)	271 (25.3)	
Primary	209 (18.5)	349 (32.6)	
Middle	62 (5.5)	235 (21.9)	
Secondary	86 (7.6)	81 (7.6)	
Senior secondary	72 (6.4)	17 (1.6)	
Undergraduate	22 (1.9)	17 (1.6)	
Mother's Education			
Illiterate	414 (36.7)	355 (33.1)	0.621
Below primary	284 (25.2)	309 (28.9)	
Primary	394 (34.9)	352 (32.9)	
Middle	22 (1.9)	42 (3.9)	
Secondary	15 (1.3)	13 (1.2)	
Parents Monthly Income (in rupees)			
Below 5000	292 (25.9)	36 (3.4)	0.231
5000-10000	443 (39.2)	384 (35.8)	
10000-15000	293 (26.0)	289 (27.0)	
15000 and above	101 (8.9)	362 (33.8)	
Academic Achievement			
Low	377 (33.4)	275 (25.7)	0.029**
Medium	610 (54.0)	654 (61.0)	
High	142 (12.6)	142 (13.3)	

P-value has been calculated using Chi-square test, **significant at p<0.05 level.

Table 3: Multivariate association between the socio-demographic variables and low self-esteem (N=1129)

Variable	AOR	95% CI	P-value
Gender			
Male	Ref		
Female	1.638	1.113-2.239	<0.001**
Tribe			
Gond	Ref		
Kol	1.729	1.233-2.416	0.019**
Academic Achievement			
Low	1.118	0.839-1.532	0.027**
Medium	0.778	0.522-1.143	0.043**
High	Ref		

AOR: adjusted odds ratio, CI: Confidence Interval. **Significant at P<0.05 level.

CONCLUSION

The present study shows that significant difference between gender, tribe, academic achievement and self-esteem. More than half of the student has low self-esteem. Tribal Students might be prone to adversities that affect their mental condition. Therefore, issues that affect their mental health should be discussed and addressed. Strategies to improve students' self-esteem are essential in educational systems. Hence, the role of mental health services is crucial.

Declaration by Authors

Ethical Approval: The study received approval from the Institutional Ethics Committee, Dr. H.S. Gour Vishwavidyalaya, Sagar, M.P. with IEC Approval No. DHSGV/IEC/2021/06.

Acknowledgement: We would like to acknowledge the participants who contributed to this study. Their willingness to participate and share their experiences made this research possible. Thank you to everyone who has contributed to the successful completion of the present study

Source of Funding: None

Conflict of Interest: the authors declare no conflict of interest.

REFERENCES

1. Arshad, M., Zaidi, S. M. I. H., Mahmood, K. (2015). Self-esteem & academic performance among university students. *Journal of Education and Practice*, 6(1): 156–162.
2. Aryana, M. (2010). Relationship Between self-esteem and academic achievement amongst preuniversity students, *Journal of Applied Sciences*. 10(20): 2474–2477. <https://doi.org/10.3923/jas.2010.2474.2477>
3. Aunola, K., Stattin, H., & Nurmi, J-E. (2000). Adolescents' Achievement Strategies, School Adjustment, and Eternalizing and Internalizing Problem Behaviors. *Journal of Youth and Adolescence*, 29(3), 289-306.
4. Babaei, M., Fadakar S. R., Sheikhol-Eslami F., Kazemnejad L. E. (2015). Survey self-esteem and its relevant factors among high school students. *Journal of Holistic Nursing and Midwifery*, 25(3):1-8.
5. Bankston, C. L. & Zhou, M. (2002). Being well vs. doing well: Self-esteem and school performance among immigrant and non-immigrant racial and ethnic groups. *International Migration Review*, 36, 389-415.
6. David H. Demo & Keith D. Parker (1987) Academic Achievement and Self-Esteem Among Black and White College Students, *The Journal of Social Psychology*, 127:4, 345-355, DOI: 10.1080/00224545.1987.9713714
7. Harter, S. (1990a). Causes, correlates, and the functional role of global self-worth: A lifespan perspective. In R. J. Sternberg & J. Kolligan, Jr. (Eds.), *Competence considered* (pp. 67-97). New Haven, CT: Yale University Press.
8. Harter, S. (1990b). Self and identity development. In S. S. Feldman & G. R. Elliott (Eds.), *At the threshold: The developing adolescent* (pp. 352-387). Cambridge, MA: Harvard University Press.
9. Hosseini, M.A., Dejkam M., & Mirlashari J. (2007). Correlation between Academic Achievement and Self-esteem in Rehabilitation Students in Tehran University of Social Welfare & Rehabilitation. *Iranian journal of medical education*. 7(1):137-42.
10. Jacob, B. A. (2002). Where the boys aren't: Non-cognitive skills, returns to school, and the gender gap in higher education. *Economics of Education Review*, 21, 589–598. <https://doi.org/10.3386/w8964>
11. Kohn, A. (1994). The truth about self-esteem. *Phi Delta Kappan*, 76(4), 1–18.
12. Lockett, C. T. & Harrell, J. P. (2003). Racial Identity, self-esteem, and academic achievement: Too much interpretation, too little supporting data. *Journal of Black Psychology*, 29(3), 325-336.
13. Marsh, H. W. & O'Mara, A. (2008). Reciprocal effects between academic self-concept, self-esteem, achievement, and attainment over seven adolescent years: Unidimensional and multidimensional perspectives of self-concept. *Personality and Social Psychology Bulletin*, 34, 542-552. <http://dx.doi.org/10.1177/0146167207312313>
14. Maruyama, G. M., Rubin, R. A., & Kingsbury, G. G. (1981). Self-esteem and

- educational achievement: Independent constructs with a common cause? *Journal of Personality and Social Psychology*, 40(5), 962-975.
15. Mohammad, A. (2010). Relationship between self-esteem and academic achievement amongst pre-university students. *Journal of Applied Sciences*, 12/2010. <https://doi.org/10.3923/jas.2010.2474.2477>
 16. Patton, W., Bartrum, D. A., & Creed, P. A. (2004). Gender differences for optimism, self-esteem, expectations and goals in predicting career planning and exploration in adolescents. *International Journal for Educational and Vocational Guidance*, 4 (3), 193-209.
 17. Pullmann, H. & Allik, J. (2008). Relations of academic and general self-esteem to school achievement, personality, and individual Differences, 45, 559–564. <https://doi.org/10.1016/j.paid.2008.06.017>
 18. Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: University Press
 19. Rozumah Baharudin & Sheereen Zulkefly (2009). Relationship with Father and Mother, Self-Esteem and Academic Achievement. *American Journal of Scientific Research*, 6, 86-94. http://www.eurojournals.com/ajsr_6_09.pdf
 20. Rubie, C. M., Townsend, M. A. R. & Moore, D. W. (2004). Motivation and academic effects of cultural expenses for indigenous minority students in New Zealand. *Educational Psychology*, 24(2), 143–60. <https://doi.org/10.1080/0144341032000160119>
 21. Schmidt, J. A., & Padilla, B. (2003). Self-esteem and family challenge: An investigation of their effects on achievement. *Journal of Youth and Adolescence*, 32, 37-46.
 22. Twinomugisha, S.R. (2008). The relationship between Self-esteem and academic achievement. Retrived May 20, 2024 from <http://www.academiaedu/8367931/SELFEST-EEMANDACADEMICACHIEVEMENT>
 23. Wibowo, S. B. (2016). Benarkah self-esteem mempengaruhi prestasi akademik? *Humanitas*, 13(1), 72–83.
 24. Yelsma, P. & Yelsma J. (1998). Self-esteem and social respect within the high school. *J Soc Psychol*. 138(4):431-41.
 25. Yogev, A. & Ilan, Y. (1987). Does self-esteem affect educational aspirations? *Urban Education*, 22(2), 182- 202.
- How to cite this article: Padmini Sa, K.K.N. Sharma. Relationship between academic achievement and self-esteem among secondary school going tribal students in Sidhi District of Madhya Pradesh, India. *Int J Health Sci Res*. 2024; 14(7):373-378. DOI: <https://doi.org/10.52403/ijhsr.20240749>
