

RELATIONSHIP BETWEEN SELF ESTEEM AND ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS FROM EZEAGU L.G.A OF ENUGU STATE

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ABSTRACT

This study discussed the relationship between self esteem and academic achievement among adolescents from Ezeagu Local Government Area of Enugu State. The design was correlation survey and the area of study was Ezeagu Local Government of Enugu State. The population of the study consists of SS II students in public secondary schools in the local government. The sample size was 500 secondary school students selected through simple random sampling technique. The questionnaire items consisted of three clusters used to determine the relationship between self esteem and academic achievement of adolescents from Ezeagu local government area of Enugu State. Three briefed assistants helped in the administration of the instruments which were all retrieved. The reliability of the instrument was established using split half method and the results obtained analyzed using Cronbach's alpha (α) and the result was found to be 0.71. The data collected were analyzed using Pearson product moment of correlation to answer research questions 1,2,3 and 4. The findings of the study revealed a relationship of 0.78, 0.79, -0.70 and -0.71 for healthy self esteem, poor self esteem, high self esteem and low self esteem respectively. The study further revealed that high and healthy self esteem indicated high positive relationship with academic achievement, poor and low self esteem showed negative high relationship implying that the students with good self esteem tend to achieve higher than students without good self esteem. The following recommendations among others were proffered and they include, Stakeholders to organize conferences and seminars on overcoming poor and low self esteem, there is the need to train more counselors, referral services should be encouraged, stigmatization of any sort should be discouraged.

Keywords: Relationship, Self esteem, Academic achievement, Adolescents, Secondary Schools, Students.

INTRODUCTION

Education is widely known and accepted as a means of socialization of the child (Okudo & Obumse 2022). Otikpo and Ejide (2021) defined education as all activities involved in acquisition and transferring of knowledge skills and other abilities that can contribute to human and societal growth and existence. Collaborating with the above definition Okudo and Obumse maintained that education is a powerful tool used by most agents of socialization such as the peer influence (Okudo et al, 2023), family (Okudo, Obumse and Okafor, 2023), school and society to impact learning. Through Education learning occurs. According to Okudo et al (2023). The whole learning process, acculturation and socialization of an individual is geared towards proper development and it is measured by academic achievement (Okudo, Obumse and Okafor, 2023) implying that learning is measured through several ways among which is academic achievement. (Howard, Stoker and Mildred 2019). Academic achievement according to Emeagwa (2011) is defined as the accomplishment of a given task measured against preset or known standard of accuracy. Engel et al (2013), ward et al (2014) views academic achievement as the outcome indicating the extent of accomplishment of specific goals that were the focus of activities in instructional environment. Similarly Kpolovie (2014) views academic achievement as excellence in all academic discipline in class as well as extra curriculum activities. Thus, academic achievement is one of the specific goals of learning. It is important however to emphasize that the learning achievement acquired in any instructional setting is dependent on a number of factors among which are parenting, socialization, and the image of self (worth).

The sense of esteem or image of worth possesses by an Individual influences to a very significant degree the level of achievement attained by the individual. People with positive sense of esteem are known to achieve highly while the contrary happens to the reverse. According to Okudo, Obumse and Okafor (2023). Self esteem is the worth and view an individual holds about oneself. Akram (2017) defined it as a stable sense of personal worth. This view was collaborated by Orth et al (2014) and Sharif Mitage who views self esteem as a psychological trait that expresses an individual's competence, worth and ability to overcome existential challenges. It is a feeling of sense of competence, capability, acceptance, worth and ability to surmount life obstacles (Magro, 2018).

Self esteem could be viewed as follows namely high self esteem vs low self esteem, healthy self esteem vs poor self esteem. Okudo, Obumse and Okafor (2023) view healthy self esteem as one characterized by the ability towards realistic assessment and unconditional acceptance of oneself. It implies that the individual is able to accept his/her present conditions positive/negative. While thriving with the positive values, he/she struggles to overcome the negative. Poor self esteem is one whose present state of achievement is determined by the way they feel about themselves. Such people very often cut corners and are underachievers. On the other hand Malekiha and Abedi (2012) views high self esteem as being characterized by high level of organizational ability, confidence, right attitude towards values and highly motivation. These categories of people are motivated by challenges such as academic achievement.

The low self esteem is the opposite of high self esteem. They are categories by individuals swallowed by their environment and they lack confidence. Organizational ability, disorganized and are not motivated.

STATEMENT OF THE PROBLEM

It is a known fact that the economic buoyancy of any nation is dependent on the quality of Education possesses by the system. Whereby the quality of Education is poor, it is translated in the Economic and socio-economic life in the nation thereby breeding hardship and suffering. Because Education is important, and it is often measured by the level of academic achievement prevalent in such society it becomes imperative that the quality of education in the society should be kept high. Therefore in other to achieve this it is pertinent that studies should be carried out to determine factors that could impede or enhance academic achievement of the society since it determines the economic life-wire of the society.

PURPOSE OF THE STUDY

The main purpose of this study is to determine how academic achievement is related to level of self esteem possessed by an individual. The study will specifically examine the relationship existing between academic achievement and healthy self esteem, low self esteem, high self esteem and poor self esteem.

RESEARCH QUESTIONS

The following research questions guided the study; namely:

- (1) What is the relationship existing between healthy self esteem and academic achievement?
- (2) What relationship exists between poor self esteem and academic achievement?
- (3) What relationship exists between high self esteem and academic achievement?
- (4) What relationship exists between low self esteem and academic achievement?

METHOD

The design was correlation survey and the area of study was Ezeagu Local Government of Enugu State. The population of the study consists of SS II students in public secondary schools in the local government. The sample size was 500 secondary school students selected through simple random sampling technique. The questionnaire items consisted of three clusters used to determine the relationship between selfesteem and academic achievement of adolescents from Ezeagu local government area of Enugu State. Three briefed assistants helped in the administration of the instruments which were all retrieved. The reliability of the instrument was established using split half method and the results obtained analyzed using Cronbach's alpha (α) and the result was found to be 0.71. The data collected were analyzed using Pearson product moment of correlation to answer research questions 1,2,3 and 4.

RESULTS

The data collected from the study were analyzed and summarily presented under the following tables.

Research question one: what relationship exists between healthy self esteem and academic achievement of adolescents from Ezeagu Local Government Area of Enugu State?

Table one: Pearson on students rating of healthy self esteem and academic achievement.

Source of variation	N	Healthy self esteem	Academic achievement	Remarks
Healthy self esteem	500	1.00	0.78	High positive relation
Academic achievement		0.78	1.00	

The above table revealed that there is high positive relationship of 0.78 existing between the healthy self esteem and academic achievement.

Research question two: what relationship exists between poor self esteem and academic achievement of students from Ezeagu Local Government Area of Enugu State?

Table two: Pearson on student rating of poor self esteem and academic achievement.

Source of variation	N	Poor self esteem	Academic achievement	Remarks
Poor self esteem	500	1.00	- 0.71	positive relation
Academic achievement		-0.71	1.00	

The above data revealed that a negative relationship of -0.71 exists between poor self esteem and academic achievement of students from Ezeagu Local Government Area of Enugu State.

Research question three: what relationship exists between high self esteem and academic achievement of adolescents from Ezeagu Local Government Area of Enugu State?

Table three: Pearson on students rating of high self esteem and academic achievement.

Source of variation	N	High self esteem	Academic achievement	Remarks
High self esteem	500	1.00	0.79	High positive relation
Academic achievement		0.79	1.00	

The table three above indicated that a very high positive relationship exists between high self esteem and academic achievement of adolescents from Ezeagu L.G.A of Enugu State.

Research question four: what relationship exists between the low self esteem and academic achievement of students from Enugu Local Government Area of Enugu State?

Table four: Pearson on students rating of the relationship existing between low self esteem and academic achievement.

Source of variation	N	Low self esteem	Academic achievement	Remarks
Low self esteem	500	1.00	- 0.70	Positive relation
Academic achievement		- 0.70	1.00	

The table four above revealed that a negative relationship of (-0.70) exists between low self esteem and academic achievement.

DISCUSSION

The findings of this study were discussed in line with the research questions which seek to determine student's ratings of the relationship existing between academic achievement and healthy, high, poor and low self esteem of the adolescents.

Concerning the relationship existing between the high and healthy self esteem with academic achievement. Based on research questions 1 and 3 and table 1 and 3, it was revealed that a very high positive relationship of 0.78 and 0.79 respectively exist between the healthy and high self esteem with academic achievement. This was justified by the students level of self confidence, self worth, ability to complete task, ability to surmount obstacles, trusting ones belief, firm conviction were good oriented, can stand on their own and are happy with themselves. On the contrary the poor and low self esteem investigated by the table 2 and 4 revealed strong negative relationship of – 0.71 and – 0.70 respectively for poor and low self esteem with academic achievement. This could be traced by lack of confidence, for inability to complete task, indecision, fear and a feeling of incapacitation. The tables further revealed that healthy self esteem and high self esteem correlated positively with academic achievement while poor and low self esteem correlated negatively with academic achievement. This view was in line with the findings of Okudo, Obumse and Okafor (2023). Who noted that healthy and high self esteem favors positive academic achievement while poor and low self esteem favors negative achievement. This view was supported by Magro (2018), Shanf and Hermitage (2014) who also noted that self esteem has great influence in ones life accomplishments and achievements.

CONCLUSION

The above study examined the relationship between academic achievement and self esteem (high, healthy, low and poor). The study revealed a relationship of 0.78, 0.79, -0.70 and -0.71 for healthy self esteem, poor self esteem, high self esteem and low self esteem. This study further revealed that high and healthy self esteem indicated high positive relationship with academic achievement, poor and low self esteem showed negative high relationship. Indicating that the students with good self esteem tend to achieve higher than students without good self esteem.

RECOMMENDATONS

- (1) Stakeholders to organize conferences and seminars on overcoming poor and low self esteem.

- (2) There is the need to train more counsellors.
- (3) Referral services should be encouraged
- (4) stigmatization of any sort should be discouraged.

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