**Original Article**

# Study the Relationship between Self-Esteem and Academic Achievement among High School Students in Lamerd City

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## Abstract

This study aimed to investigate the relationship between self-esteem and academic achievement among high school students in Lamerd. The research is correlational. The statistical population consisted of300 students in Lamerd both girls and boys. 169 students were selected as statistical sample randomly, 73 boys and 96 girls.The instrument used in this study was a questionnaire containing 58 questions of Copper Smith self-esteemand previoussemester GPA score indicate their academic achievement. For data analysis, descriptive statistics such as mean and standard deviation and inferential statistics such as Pearson correlation coefficient was used. The results showed a relationship between academic achievement with self-esteem; higher self-esteem results inbetter academic achievement and vice versa. lower the self-esteem, academic achievement is weaker.The results also showed that there is a significant relationship between components of susceptibility and competence with academic achievement. So, it is necessary for parents and teachers to raise the self-esteem in the students using appropriate methods.

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

## INTRODUCTION

One of the most important human traits to achieve objectives is self-esteem. Having a strong will and self-confidence, decision-making power and originality, creativity, sanity and mental health is directly related to self-esteem and sense of self-worth. The purpose of self-esteem is feel and imagine that people nurtured in their mind over time about their self. In simple words, self-esteem is self-assessment; this perception and evaluation can be positive or negative and pleasant or unpleasant.

Children with high self-esteem, usually feel good about themselves and better able to resolve their conflicts with other children and are resistant todeal with problems, troubles and failures. These children often smiling and optimistic, rational and positive self-concept and enjoy life. In contrast, children with low self-esteem are often faced with difficulties and frustrations and they are experiencing anxiety. This group of children usually have problems in conflict resolution and conflict with other peers;they constantly self-critical thoughts, make their own persecution. (Salahshour, 2000)

Because children can enjoy the maximum potential mental capacity and capabilities, should benefit positive attitudes of other people and the environment. Teens who are undoubtedly has considerable self-esteem than their peers in similar circumstances, show higher achievement and superior performance and also the most important traits in them are divergent thinking and creativity, self-confidence and high self-esteem.Therefore, raising self-esteem in children and adolescents is the most important tasks for parents and teachers and important role in this regard responsible behavior patterns. (Afrooz, 1994) Academic successes and failures in the school's education and issues related to education, in contrast, studies on self-esteem and self-esteem affect its impact varies from society to society.

Self-esteem is feel valued, passed the verification, acceptance and valuable feeling in people about themselves. (Shamloo, 1993) When explained aboutself-worth, self-esteem or feelings of the individual members of the group is considered to be embodied. The most disturbing one of the most complex personality problemsis feeling of inferiority. Children who feel incompetence and backwardness, experience less success and doing less efforts.Healthy growth requires that person's not just to recognize self, but rather work to understand their self. Valuable research about the relationship between individual self-knowledge in relation to the healthy growth and personality adaptations were made and the positive results were reported. (Parsa, 1997) On the relationship between self-worth and self-esteem and academic achievement, opinion of educators and teachers and educators is that psychological factors influence academic success or failure. Many experiments to explore the relationship between self-esteem and academic achievement has been made. The most extensive research was conducted by Gil dot and above results indicate the relationship between achievement motivation and self-esteem. Another research is findings by Cooper Smith on the self-esteem that was published in 1967. According to Cooper Smith, self-esteem resources include the following:
1. adhere to social and moralrules and laws
2. importance: When one realizes that it is important in the lives of others is important to her self-esteem goes up.
3. Success
4. Power: When people feel empowered, thus can affect the others and consequently self-esteem goes up.

So, value of self-esteem as a dimension of the human personality and its relationship with significant successes and failures and frustrations person and explained. In this study, the relationship between self-esteem and academic achievement among high school students in 2016-2017 atLamerdis investigated, we try to indicate this relationship with self-esteem questionnaire. Now the question is, how is the relationship between self-esteem and academic achievement?

## RESEARCH HISTORY

### Internal Researches
Meftah (2002) in his master's thesis entitled "The relationship between shyness and self-esteem and academic achievement of secondary students in Tehran" realized that there is a significant relationship between self-esteem and academic achievement. He also received two variables of shyness and self-esteem, self-esteem can predict academic achievement and self-esteem and there is no significant difference among girls and boys.

Balouchi (2001) in a study entitled "The Relationship between the presence and absence of parents on academic achievement, discipline and self-esteem of students in the first year of secondary education» on 200 students in ninth grade, randomly selected, concluded that the father had no effect on academic achievement. Also in relation to school discipline to the conclusion that the father has an impact on the discipline of the students. But no significant difference between boys and girls was observed. In relation to self-esteem, this study showed that students who their fathers are present significantly have higher self-esteem than students who their fathers are not present. But the self-esteem of girls and boys are statistically not significant.

Mir Ali Yari (2000) in his research entitled "self-esteem and academic achievement of boys and girls at third grade of high school at math major " found that there is a significant relationship between academic achievement and self-esteem. This hypothesis showed a significant difference between gender and self-esteem with academic achievement. The hypothesis was confirmed with probability of 99%.

FathiAshtiani (1998) in his master's thesis entitled "Study of characteristics of adolescents and its relationship with academic success." among high school students on a sample of 1314 people from training centers in Tehran, founded that self-concept is associatedwith self-esteem, and these two factors have a positive impact on increasing the level of academic success. He also found a negative relationship between self-concept, and self-esteem and depression that leads to a decrease in academic performance.

Barat Vand (1997) in his master's thesis entitled "Study of Relationship between simple and multivariate of acceptance and self-esteem and academic achievement and personal and social adjustment at male students in third grade of secondary school in Ahvaz city." founded that there is a positive relationship between academic achievement and self-esteem and also it was a combination of two variables group acceptance and self-esteem to be able to explain more of the variation in academic achievement.

### Foreign Research
Butler (1998) examine the relationship between self-esteem and academic achievement and founded a relationship between self-esteem and academic achievement in the students.Those with higher academic achievement experience higher self-esteem.

Veris (1993) stated that self-esteem is positively associated with thescores of class in students with high self-esteem, and credits received from class grades students who have low self-esteem is inversely related. (Quoted from Meftah, 2002).

Kernis et al (1989) revealed that students with low academic performance have low self-esteem and external control.

Pope et al. (1989) confirmed a positive relationship between self-esteem and high scores in schools.

Cooper Smith (1969) in their study concluded that children with high self-esteem, those who feel the confidence, talent, creativity and self-expression, and they are not easily influenced by environmental factors. He also founded that there is no significant difference between the self-esteem of girls and boys.

Having self-esteem is necessary for a successful life and should be strengthened in the students. self-esteem is valuable because providechildren's perceptions of life experiences; social-emotional competence which arises from the positive recognition of a persons, can help children as a force to deal with serious problems in the future.Self-esteem is an important aspect of children's performance and overall traction and it seems to be interactive with other areas such as mental health and academic performance are linked, this means that self-esteem can be a cause and a consequence of some kind of function that occurs in other areas. (Pope et al., 1989)

In discussing the importance and urgency of this matter can be referred to the Quran and Hadith. Allah says in Surah Fatir verse ten: "Whoever wants self-esteem, know that the oneness and the good is for God (holy spirit) oneness God raised up, and its pure good deed." and in the eighth verse of Surah Munafiqun states that "esteem is for Prophet of Islam and Muslims. Prophet in this context said "The life of man is inferior and humiliating death and dying is even better and death with victory is preferredto humiliating life." The Prophet said: who has known his esteem, certainly knew God. Imam Ali said: self-knowledge is the most useful knowledge.

According to a survey of researches at home and abroad can be concluded that generally, researches performed in the field of study of the relationship between self-esteem and academic achievement is important; but this research was conducted on high school students at Lamerd city. This study explores the relationship between self-esteem and academic achievement at high school students atLamerd city. Therefore, present study was aimed to investigate the following hypotheses:
1. There is relationship between self-esteem and academic achievement in students at high school of Lamerd.
2. There is relationship between components of security, susceptibility, bonding, commitment and competence and academic achievement at boys and girls at high schools in Lamerd.

## Research Method
The objective of this study was to investigate the relationship between self-esteem and academic achievement in high school students atLamerd city. Based on the nature and method, this research can be located in a descriptive correlational research.

## Society and Statistical Sample
The statistical population in this study consisted of all students in the academic year 2013-2014 were enrolled in secondary schools ofLamerd city that the number of 300 persons, including science and humanities disciplines. Research sample consisted 169 people, 96 girls and 73 boys who were randomly selected among high school students. It is worth noting that The statistical sample were 96 in Humanities major and 100 people in empirical science major. The statistical sample was selected through Morgan table.

## Data Collection Tools
In this study, the average scores as criteria for academic achievement and questionnaire Self Esteem (1966) was used to measure students' self-esteem.

Self Esteem Questionnaire has been prepared in 1966 based on the scale revision done on Demoneh Rogers (1945). This questionnaire included 5 subjects related to homework educational, social relationships, family, selfand future.

This scale has 58 articles of self-esteem components (security, susceptibility, bonding, commitment and competence). Eight articlesfrom 6, 13, 20, 27, 34, 41, 46, 48, and 55 are lie-detector that has neutralizing effect of the inventory correction. If the respondent out of 8 articles achieve more than four score, means that the test correlation is low and the subjecttried to seem better than it is.Question 5, 19, 23, 33, 39, 40.47, 49 and 51 are related to security components; Question 2, 4, 6, 22, 24, 27, 36, 38.41, 43, 44.50, 52 and 56 are susceptibility components, questions 1, 3, 7, 10, 12, 15, 25, 31, 42.45 and 53 are bonding components, questions 16, 17, 20, 21, 26, 29, 35, 37, 48, 55 and 58 are commitment components and question 8, 9, 11, 13, 14, 18, 28, 30, 32, 34, 46 and 57 are competence component. Responses range of subjects to answer the question is Yes, No, each person will choose one of the options appropriate to situation.In questions 2, 4, 5, 10, 11, 14, 18, 19, 21, 23, 24, 28, 29, 30, 32, 36, 45, 47, 58, number 1 is allocated to Yes questions and zero score is allocated to No questions. According to the total score, result of self-esteem ineach person'\\ is obtained \. It is obvious that each person takes at least a score of zero and the maximum would be 50. (Biabangard, 1993)

Validity and reliability of Coppersmith self-esteem was approved. Reliability coefficient of the test through retest the high school boys and girls, respectively were 90% and 92% and its validity coefficient of correlation with the grade point average were reported at 69% and 71%.

## RESULTS AND FINDINGS

In order to analyze data, descriptive statistics such as mean and standard deviation and inferential statistics such as Pearson correlation test research hypotheses have been used.

According to information obtained from the samples, descriptive findings of the respondents is as below.

As can be seen in Table 1, participants' average academic achievement is 14.98 and the standard deviation is also 2.33. Study results also above table shows that mean and standard deviation of students' self-esteem is 31.17 and 8.98. The average and standard deviation of academic achievement and self-esteem in girls and boys in the table is visible.

First hypothesis: There is a significant relationship between self-esteem and academic achievement in high school students ofLamerd.

To test the first hypothesis, the correlation between self-esteem and academic achievement through Pearson product-moment correlation coefficient was calculated which results are shown in Table 2:

Because the correlation coefficient calculated from the standard table is greater than 99%. Significant correlation, i.e. at least 99% confidence level can be judged, self-esteem scores and academic achievement scores between boys and girls high school there is a positive relationship, this means that whatever higher self-esteem scores of students are expected to score higher their academic achievement.So considering the obtained correlation between self-esteem and academic achievement is proof of this hypothesis, i.e. there is a positive correlation between the two variables under study and conclude that academic achievement was associated with self-esteem, higher self-esteem results in better academic achievement and vice versa lower self-esteem, academic achievement weaker.

The second hypothesis: There is a significant relationship between components of security, susceptibility, bonding, commitment and competence and academic achievement of boys and girls at high schools in Lamerd.

As seen in Table 3, the correlation between competence susceptibility with academic achievement score is 0.351

**Table 1: Descriptive findings related to academic achievement and self-esteem of respondents**

| Variable | Girls (96) | | Boys (73) | | Total (169) | |
|---|---|---|---|---|---|---|
| | S.D | Average | S.D | Average | S.D | Average |
| Academic achievement | 2.52 | 1505 | 2.15 | 14.92 | 2.33 | 14.98 |
| Self-esteem | 8.59 | 30.2 | 9.37 | 32.15 | 8.98 | 31.17 |

**Table 2: The correlation coefficient between self-esteem and academic achievement**

| Variable | Academic achievement | |
|---|---|---|
| | Total (169) | |
| | Correlation coefficient | Significant level |
| Self-esteem | **0.212 | 0.006 |

**Significant at 0.01 level, *significant at 0.05 level

**Table 3: Correlation between components of self-esteem and academic achievement**

| Variable | Academic achievement | |
|---|---|---|
| | Total (169) | |
| | Correlation coefficient | Significant level |
| Security | 0.107 | 0.291 |
| Susceptibility | **0.351 | 0.000 |
| Bonding | 0.012 | 0.584 |
| Commitment | 0.112 | 0.216 |
| Competence | **0.285 | 0.000 |

**Significant at 0.01 level, *significant at 0.05 level

and 0.285 respectively, sothere is a significant relationship between susceptibility and competence with academic achievement at a significance level there 0.01. The positive correlation between susceptibility and competence indicates academic achievement;i.e. higher susceptibility and competence in the students, the greater academic achievement. Between components of security, bonding and commitment with the achievement, no significant relationship was found that showed poor correlation with academic achievement and these dimensions.

## DISCUSSION AND CONCLUSION

This study aimed to investigate the relationship between self-esteem and academic achievement in high school students at Lamerd city. Pearson correlation test was used to evaluate hypotheses.

In the first hypothesis, "Is there significant relationship between self-esteem and academic achievement among high school students at Lamerd?" we concluded a significant relationship between self-esteem and academic achievement of students at level of 0.01. The study findings

are consistent with Pour Shafei (1991), SeifPanahi (1998), Coppersmith (1969) t. Among the coordination between the findings of this study and previous research implies that a significant relationship between self-esteem and academic achievement is straightforward. If MrsFatemehSeifPanahi about the relationship between self-esteem and academic achievement of boys and girls at first pre-university centers of Sanandaj obtained scoreof 0.46, a significant positive relationship was reported between self-esteem and academic achievement, people with high self-esteem were far in the study showed significant progress. Pour Shafei also showed a significant positive correlation his master's thesis that between self-esteem and their academic achievement and those who have higher self-esteem, in terms of improvements in education are higher. So it can be concluded a positive and statistically relationship between academic achievement and self-esteem.

In the second hypothesis, "Is there is any significant relationship among the components of security, susceptibility, bonding, commitment and competence with academic achievement at boys and girl at high schools in Lamerd?" there was a significant relationship between self-esteem and academic achievement of students at 0.01 level. Results of this research are consistent with the findings of FathiAshtiani (1998), Barat Vand (1997), Butler (1998). So we can conclude that the relationship between academic achievement and self-esteem components are statistically significant. Because, in coordination with other research results of this study indicate the relationship between academic achievement and self-esteem components.

In order to control unwanted and nuisance variables for accurate conclusion and also understanding the effects of variables of unwanted and nuisance is not certain, requiring researchers as possible and logically mentioning the limitations of the study. Study limitations include:
- The research environment was limited to Lamerd area.
- collaborative research subjects, from the idea that it is possible some of them refuse the right answer and some avoid to answers the questionnaire.
- Lack of resources and lack of access to Internet resources on the subject.
- Not having an IQ test to measure the academic achievement of students, therefore school marks criteria were assessed in this study.
- Lack of sufficient experience or researcher in the area of research

Since the parents, teachers and school children and adolescents is of great importance in the positive evaluation of self-esteem, therefore educational applications in the form of suggestions for parents, teachers and school is offered:

- Consult their children at work, home and school with in group activities need to and consult with them in mind, because in such things a child feels valued.
- Consider your child's abilities and don't highlight their weaknesses and disabilities.
- Adolescents who don't have self-esteem and be prepared to independence should not be under pressure, but also according to their importance should not be tolerated for some time to prepare for it and be interested.
- Teachers shouldencourage the students instead of competing with others to their competition, because disadvantages of this method are not competing with others and does not harm their self-esteem.
- School classroom and non-classroom programs can assist students with different kinds of familiar, thus, their self-esteem is increased.

## ACKNOWLEDGMENTS

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