

**SELF-ESTEEM AND CLASSROOM ENVIRONMENT AS CORRELATES
OF ACADEMIC ACHIEVEMENT**

Ms. Rajwant Kaur*

Dr Sheojee Singh**

Abstract

Academic achievement is one of the main factors which is sought after in education today, but it also depends on a number of factors. Among the numerous factors contributing to Academic achievement, classroom environment and self esteem of the students play significant roles. This study is aimed at finding the extent of correlation of academic achievement of school students with their self esteem as well as school environment. Findings of the present study indicate significant positive correlation of academic achievement with school environment as well as self esteem of the students.

Keywords: Academic achievement, School Environment, Self-Esteem.

Introduction

Education has become highly competitive and commercial in most of the countries today. Generally, it is on the basis of high academic achievement that students get selected to good secondary schools, better higher courses of study and eventually better jobs. Academic achievement has almost become a yardstick of self-worth and outward success. Self is the fundamental characteristic of the human beings. Self, when well formulated, determines the personality structure of the individual. Whether the individual will be adjusted or maladjusted in his/her life depends largely upon the extent of his development of the self. The notion of classroom environment draws explicit attention to the emotional tone and atmosphere of the teacher's and student's perception.

***M.Ed. student, Govt. College of Education, Chandigarh**

**** Associate Professor, Govt. College of Education, Chandigarh**

Teacher and student interaction during lesson involves a consistent flow of information concerning their perception, expectations attitude and feeling about each other and the learning activities at hand (Gammage, 1982).

Classroom environment consist of so many sub-variables that affect student's achievement in school. Some of such variables are physical appearance or layout of the classroom teacher's teaching behavior and instructional material utilization which the researches considered in this study. According to Striven (1985), an effective classroom is attributable to its physical appearance or layout because it produces a task-oriented atmosphere and at the same time ,it encourages social and emotional need of the students.

Academic achievement is a complex behavior. Research has consistently shown that academic achievement is not an outcome of any single factor; rather it is the result of the interplay of a large number of factors (Gupta 1993).Many reasons have been advanced as the cause of high rates of failures, including bad study habits. Low IQ, faulty teaching, erroneous examination system, social and economic disparities etc. The notion of the classroom environment draws explicit attention to the lesson is, made up of teacher's and student's perception. Teacher-Student interaction during lesson involves a consistent flow of information concerning their perception, expectations attitude and feeling about each other and the learning activities at hand (Gammage, 1982) Kothari Commission (1964-66) has beautifully assisted, "The destiny of India is now being shaped in her classroom". As students are the backbones of the nation it is important to maintain a healthy classroom environment".

Self-Esteem

Man's personality is a collection of capacities, habits and attitudes, which distinguish him from other men. What is the most important factor in man that motivates him to do so? These questions are beyond the realm of pure psychologist and can best be answered by the

philosophical psychologist who believe that there is something in the man called the 'self' in the form of 'I am', I Think, I Feel and I act giving a life force to the individual .But the nature of the 'self' as held by the west is different from the nature of the 'self' held by the Indians .So far as the concept of self is widespread confusion among psychologist. The truth in that inference is evident from the following widely held definitions and theories of 'self', self-identity that the man evaluates himself in positives or negatives terms. According to Gardner (1959), the self is all of the perceptions, meaning and attitudes that the pupil has about him. Ausubel (1958) considered ,”self is a constellation of individual’s perceptions and memories consisting of the visual image of the appearance of one’s body”. Stratton and Hayer (1996) define self-esteem as the personal evaluation which an individual makes of him or himself, the sense of their worth or capabilities.

Classroom Environment

Classroom environment includes the physical environment and classroom rules and procedures .A students environment can have a profound effect on the way he/she functions in the classrooms. Alterations in the environment can head-off challenging behaviors before they start. Students with learning problems do best in an environment that is structured and predictable.

Rules and routines should be fair and consistent. Clear definitions and examples of the rules should be provided as well as predictable structure for routines. A well-organized classroom improves instruction, learning classroom management and diminishes the challenging behavior of students. Classroom Environment includes such things as schedules and rules, room arrangement for instruction and material management, student’s sitting arrangements and plans for transitions between activities and settings etc.

Emergence of study

The success of any educational program is dependent on how well the teacher is able to deliver his thoughts and clarify the related concepts and how the child is able to receive it. A good classroom environment not only provides superior academic achievement, but also facilitates channelization of energies in the right direction and thus, can help to improve the self-esteem of the students. Furthermore, a positive classroom environment facilitates pupil's learning and adjustment. There is reported lack of interest among the students of IX class in their academic achievement. Moreover, it is observed that if self-esteem of the student is low, his or her academic achievement is also low (Habibollah et.al, 2009; Sadaat et.al,2012; Dudhartra & Jogsan, 2012)) and vice versa. Also, the public school students do much better in school subjects as it is generally perceived that the classroom climate in public schools is much better as compared to government schools. If self-esteem of the student is low then academic achievement of the student is also found low as reported by teachers and parents. This was also observed by the investigator during her own teaching practice of B.Ed. Hence, the investigator decided to study the self-esteem and classroom environment as correlates of academic achievement.

Statement of the Study:

SELF-ESTEEM AND CLASSROOM ENVIRONMENT AS CORRELATES OF ACADEMIC ACHIEVEMENT

Objective of the study

1. To study the relation between self- esteem and academic achievement of secondary school students,
2. To study the relationship between classroom environment academic achievement of secondary school students;

3. To study the conjoin interaction among self esteem, classroom environment and academic achievement of secondary school students;

Hypothesis of the study

1. There is no significant relationship between self-esteem and academic achievement of secondary school students,
2. There is no significant relationship between classroom environment and academic achievement of secondary school students;
3. There is no significant relationship among self esteem, classroom environment and academic achievement of secondary school students,

Design and Procedure of the Study

The descriptive survey method was used for present study. To ensure that best possible conditions for administering the scale to the sample drawn, the respondents were approached and their cooperation was sought by emphasizing and explaining them the objective and utility of the research project.

Sample

The present study was conducted on a sample of 100 students from a Government secondary school Chandigarh selected by the random sampling technique.

Tools of the Study

The following tools were used for this study-

Sorenson Self-Esteem Test (2006), Classroom Environment Scale (CES) by Joshi (1997, and the Scores of 9th class were taken for measuring the academic achievement of secondary school students.

Findings and Conclusions: The following were findings and conclusions of the study-

Table-1

Mean Median, Standard Deviation, Skewness and Kurtosis of Self Esteem Scores of the Sample

N	Mean	Median	Mode	S.D.	Skewness	Kurtosis
100	25.41	26.00	28.00	4.54	-.772	1.000

The value of Mean, Median and Mode for the variable of Self Esteem which are 25.41, 26.00 and 28.00 respectively that can be considered approximately equal. The value of skewness is -.772, which is ± 1 that shows it is negatively skewed. The value of kurtosis is 1.000. So, it is Pletokurtic and can be considered as normally distributed.

Table-2

Mean, Median, Standard Deviation, Skewness and Kurtosis of Classroom Environment Score

N	Mean	Median	Mode	S.D.	Skewness	Kurtosis
100	205.06	210.00	214.00	23.48	-.533	-.225

The value of Mean, Median and Mode for the variable of Classroom Environment which is 205.06, 210.00 and 214.00 respectively that can be considered approximately equal. The value of skewness is -.533, which is ± 1 that shows it is negatively skewed. The value of kurtosis is -.225. So, it is Leptokurtic and can be considered as normally distributed.

Table-3

Mean, Median, Standard Deviation, Skewness and Kurtosis of Academic Achievement Scores

N	Mean	Median	Mode	S.D.	Skewness	Kurtosis
100	60.62	61.35	61.70	9.48	.373	.068

The value of Mean, Median and Mode for the variable of Academic Achievement which is 60.62, 61.35 and 61.70 respectively that can be considered approximately equal. The value of skewness is .373, which is ± 1 that shows it is positively skewed. The value of kurtosis is .068. So, it is Pletokurtic and can be considered as normally distributed.

Hypothesis-1: There is no significant relationship between self-esteem and academic achievement of secondary school students.

The calculated value of co-efficient of correlation between Self Esteem Scores and Academic Achievement Scores comes out to be as depicted below:

Variables	Co-efficient of Correlation	Significant at 0.01 level	Significant at 0.05 level
Self Esteem & Academic Achievement	0.067	NS	NS

The above table shows the value of Pearson's correlation as 0.067, which is much less than the table value (1.96) at 0.05 levels. Hence there is no significant correlation between Self-Esteem and Academic Achievement. Therefore, hypothesis-1, that *"There is no significant relationship between self-esteem and academic achievement of secondary school students"* is accepted.

Hypothesis-2: There is no significant relationship between classroom environment and academic achievement of secondary school students.

The calculated value of co-efficient of correlation between Classroom Environment Scores and Academic Achievement Scores comes out to be as depicted below:

Variables	Co-efficient of Correlation	Significant at 0.01 level	Significant at 0.05 level
Classroom Environment & Academic Achievement	-0.122	NS	NS

The calculated value of Pearson's coefficient of correlation was found to be -.122 which is less than the table value (1.96) at 0.05 level. It is statistically not significant at 0.05 levels but it is also not significant at 0.01 level. Hence, Classroom Environment and Academic Achievement are not significantly correlated with each other. Therefore, hypothesis-2, that *"There is no significant relationship between classroom environment and academic achievement of secondary school students"* is accepted.

Hypothesis-3: There is no significant relationship between self-esteem and classroom environment of secondary school students.

The calculated value of co-efficient of correlation between Self Esteem and Classroom Environment Scores comes out to be as depicted below:

Variables	Co-efficient of Correlation	Significant at 0.01 level	Significant at 0.05 level
Self Esteem & Classroom Environment	-0.038	NS	NS

The calculated value of Pearson's coefficient of correlation was found to be -.038 which is less than the table value (1.96) at 0.05 level. It is statistically not significant at 0.05 level and also not significant at 0.01 level. Hence, Self Esteem and Classroom Environment are not significantly correlated with each other. Therefore, hypothesis-3, that *"There is no significant relationship between Self Esteem and Classroom Environment of secondary school students"* is accepted.

Educational Implications: The present study may be helpful to the school authorities in the way that they may put efforts to create healthy classroom environment in the school. This study may also lead to some efforts for bringing a change in the self-esteem and academic achievement of the student through various enrichment activities for them. The result may be useful to the school authorities to understand how providing conducive classroom environment and nurturing self-esteem in the school, the feeling of insecurity and lack of confidence in students can be removed effectively thereby bringing better results through educational interventions.

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