Influence of Self-Esteem and Resilience on Secondary School Students' Academic Achievement

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Abstract

Resilience is the ability of the person to face adverse situations and emerge stronger from them. On the other hand, self-esteem is a person's general assessment of himself. The study aimed to investigate the influence of self-esteem and resilience on students' academic achievement at the secondary schools in district Lahore. It aimed to identify the difference between self-worth and resilience effect on students' academic achievement regarding demographic variables. The study was quantitative, and a survey method was used to collect data from the respondents. The study population comprised all secondary schools in the District of Lahore, Tehsil Shalimar. The 300 secondary school students' sample was selected using a simple random sampling technique. Self-developed questionnaire was used for data collection. Its first part consisted of questions on demographic variables, and the second part comprised statements on the influence of self-esteem and resilience on the students' academic achievement at the secondary school level. Data was analyzed using SPSS (Statistical Package for Social Sciences), and inferential statistics were used to find the difference among demographic variables. The study's findings indicate that many participants had high self-esteem and resilience scores, variables that are very significant for academic achievement and future

practice and are hopeful for university students pursuing degrees in teaching.

Keywords: *Self-Esteem, Resilience, students, Academic Achievement, Secondary Level*

Introduction

Individual performance determines the effectiveness of education. Self-esteem and resilience are important factors that directly impact students' academic progress. Education is one of the mechanisms through which individuals can develop holistically. It must bring out the best in individuals. Individual performance determines the effectiveness of schooling. Individual performance is nothing more than an individual's academic achievement. Many studies have discovered that resilience and self-esteem have an impact on academic achievement (Sperling & Ogot, 2015). Man was created to enjoy every moment of his life. Throughout his or her life, he or she will encounter a variety of scenarios. Modern science serves as a catalyst for the advancement of mankind and allows us to conquer time, distance, and many other obstacles. It has enhanced people's living conditions and quality of life. The same is true for learners' self-esteem and resilience (Alavijeh et al., 2018).

The concept of self-esteem is how someone views themselves. Self-esteem is the concept or opinion that a person has of themselves. It is what a person thinks to be true about themselves, rather than what one knows to be true about oneself. Perhaps the most basic definition of all Thus, self-esteem makes a person believe that he or she is deserving and capable of accomplishing things that no one else can. When a person has elevated self-esteem, he or she is in good spirits, happy, and content with himself or herself and believes that everything is possible for him or her (Duari, 2012).

Since self-esteem is crucial for emotional maturity, personality development, and social competence, education should help pupils acquire it. A vital part of motivation and confidence is self-esteem. Academic activities require motivation because pupils in the school participate in a variety of extracurricular activities. People that struggle academically have low self-esteem. It has to do with how someone perceives their own

relationships, skills, and abilities. One way to think of self-esteem is as a self-evaluation technique involving making an opinion about one's own deservingness. According to research, students with high self-esteem outperform those with low self-esteem in the classroom (Rosli et al., 2011). The ability to overcome difficulties is resilience. When defining resilience, it's crucial to consider the process (LaFromboise et al., 2016).

Adversity in life and successful adjustment are frequently cited as explanations for resilience. After going through a difficult or stressful time, it is the capacity to get back to normal life. Resilience is the capacity to bounce back from the negative effects of risk exposure, handle upsetting life events well, avoid the negative risk-related trajectories, and resume normal life. Resilience is the capacity to endure unpleasant or demanding life experiences, particularly via behavioral, mental, and emotional flexibility and adaptability to both internal and external challenges.

Academic performance is a key element of educational development. It might be said to be the outcome of schooling. It serves as a means of evaluating a student's progress towards educational objectives, including accomplishments in class, in a lab, in the library, on a field trip, etc., as well as in extracurricular activities like sports, music, dance, and theatre. According to some educators, academic achievement is the acquisition of knowledge or the development of a skill in the subject being studied in school. Test scores or instructor grades often assess this. It shows how much an individual student benefited from the skills they learned as a result of the knowledge they were given.

A person's total perception of their own value and worth is known as their self-esteem. Higher academic achievement is frequently linked to higher levels of self-esteem. On the flip side, low self-esteem can result in low motivation, elevated stress levels, and subpar academic performance. The term resilience describes a person's capacity to adjust and recover from hardship or stress. Students with higher levels of resilience tend to perform better academically because they are better equipped to handle challenges and setbacks.

Studies have indicated a connection between resilience and self-esteem. Academic success can be positively correlated with high self-esteem because resilience can be enhanced by high self-esteem, and resilience can

be enhanced by high self-esteem. Various interventions and programs are designed to enhance students' self-esteem and resilience, which can positively impact their academic achievement. These may include mentoring programs, counseling, and positive psychology interventions. It's important to consider cultural and contextual factors when studying the influence of self-esteem and resilience on academic achievement, as these factors can significantly impact the relationship.

Objective of the Study

The study's objective was to identify the difference between self-esteem and resilience on students' academic achievement at secondary school students regarding their demographic variable.

Research Method and Procedure

The study was quantitative in nature and survey method was used for data collection. The study's population comprised all secondary schools in district Lahore Tehsil Shalimar. The sample comprised 300 secondary school students who were selected using simple random sampling techniques. Self-developed questionnaire was used for data collection. First part was consisted of demographic variable and the second part consisted of the statements on the influence of self-esteem and resilience on the students' academic achievement at secondary school level. SPSS (Statistical Package for Social Sciences) was used to analyzed the data. Inferential statistics i.e., independence samples t- test was used to find the difference regarding demographic variables.

Results of the Study

Table 1
Independent sample t test identifies the difference between male and female secondary school students regarding self esteem

Gender	N	Mean	Std. Deviation	df	t-value	Sign.
Male	96	31.9688	7.99665	298	1.750	.081
Female	204	30.0882	8.98231			

The table indicates that an independent samples t-test was used to determine the difference between secondary school students regarding self-esteem. Table shows that there was no significant difference between male ($M = 31.9688$, $SD = 7.99665$) and female students ($M = 30.0882$, $SD = 8.98231$, $t(1.750) = 298$ at $p = .081$). It is concluded that there was no significant difference between male and female regarding self-esteem.

Table 2

Independent sample t test identifies the difference between male and female secondary school students regarding relicense

Gender	N	Mean	Std. Deviation	df	*t*-value	*Sign.*
Male	96	26.7500	7.86732	298	1.150	.294
Female	204	25.7353	7.77190			

The table shows that independent samples t-test was used to determine the difference between secondary school students regarding relicense. Table shows that there was no significant difference between male ($M = 26.7500$, $SD = 7.86732$) and female students ($M = 25.7353$, $SD = 7.77190$, $t (1.150) = 298$ at $p = .294$). It is concluded that there was no significant difference between male and female regarding relicense.

Table 3

Independent sample t test identifies the difference between male and female secondary school students regarding academic achievements

Gender	N	Mean	Std. Deviation	df	*t*-value	*Sign.*
Male	96	21.5938	5.59055	298	1.929	.05
Female	204	20.1912	6.00310			

The table shows that an independent samples t-test was used to determine the difference between secondary school students regarding academic achievements. Table shows that there was significant difference between male ($M = 21.5938$, $SD = 5.59055$) and female students ($M = 20.1912$, $SD = 6.00310$, $t (1.929) = 298$ at $p = .05$). It is concluded that there was

significant difference between male and female regarding academic achievements.

Table 4

Independent sample t test identifies the difference between 9th and 10th grade s regarding self-esteem

Grade	N	Mean	Std. Deviation	df	t-value	Sign.
9th	150	30.4800	8.54496	295	-.451	.76
10th	147	30.9388	8.98265			

The table shows that an independent samples t-test was used to identify the difference between 9th and 10th grade students regarding self-esteem. Table shows that their no was significant difference between 9th (M = 30.4800, SD = 8.54496) and 10th grade students (M= 30.9388, SD= 8.98265, t (-.451) = 295 at p =.76). It is concluded that there was no significant difference between 9th and 10th grade students regarding self-esteem.

Table 5

Independent sample t test identifies the difference between 9th and 10th grade s regarding relicense

Grade	N	Mean	Std. Deviation	Df	t-value	Sign.
9th	150	26.0200	7.66888	295	-.180	.87
10th	147	26.1837	8.02139			

The table shows that an independent samples t-test was used to identify the difference between 9th and 10th grade students regarding relicense. Table shows that there was no significant difference between 9th (M = 26.0200, SD = 7.66888) and 10th grade students (M= 26.1837, SD= 8.02139, t (-.180) = 295 at p =.87). It is concluded that there was no significant difference 9th and 10th grade students regarding relicense.

Table 6

Independent sample t test identifies the difference between 9th and 10th grade s regarding academic achievements

Grade	N	Mean	Std. Deviation	df	t-value	Sign.
9th	150	20.5200	5.77511	295	-.400	.770
10th	147	20.7959	6.09844			

The table shows that an independent samples t-test was used to identify the difference between 9th and 10th grade students regarding academic achievements. Table shows that there was no significant difference between 9th ($M = 20.5200$, $SD = 5.77511$) and 10th grade students ($M= 20.7959$, $SD= 6.09844$, t (-.400) = 295 at $p =.770$). It is concluded that there was no significant difference 9th and 10th grade students regarding academic achievements.

Discussion and Conclusion

The study's findings were to find the influence of self-esteem and resilience on students' secondary-level academic achievement. The study's major finding revealed that how resilient and self-esteem of a sample of University of Granada teaching students was the main objective of this study. According to the results, a sizable portion of the students (66.5%) had high self-esteem, while 23.3% of the students had medium self-esteem. This finding is consistent with the high resilience scores (median of 99 points) and the positive correlation between the two variables (the study's second purpose), which implies that higher levels of resilience are connected with higher levels of self-esteem (Arnett, 2015).

However, the objective showed no changes in the students' resilience or self-esteem between those enrolled in primary and early childhood specializations, indicating no difference between the students in these two degree programs (Bashir et al., 2013).

Lastly, the present study's findings, which are consistent with those of previous studies, demonstrate a discernible rise in resilience when participants' levels of self-esteem rise (Cameron, Granger, 2019). Studies have shown that individuals with high self-esteem are more confident in their ability to do any work or activity, are more willing to voice viewpoints that are different from the majority, and are more willing to share original ideas. According to Christenson, Reschly, and Wylie (2012), they also

exhibit less fear and anxiety, have improved self-regulation, and are more likely to pursue new objectives.

The study's findings indicate that many participants had high self-esteem and resilience scores, variables that are very significant for academic achievement and future practice and are hopeful for university students pursuing degrees in teaching. Additionally, it finds in line with other research findings that students in primary and early childhood education specializations have higher resilience scores when they have higher levels of self-esteem. Additionally, students' resilience scores significantly improve as they advance in their studies. It appears that their four years at the university, their experiences, and the training they got have improved their self-esteem and, most importantly, their capacity to respond positively to challenging, stressful, or unfavorable circumstances.

Recommendations

The major recommendations of the study were following:

- It is necessary to start a good education campaign on how resilience and self-worth affect kids' academic progress and how confidence plays a key role in learning.
- Students who are confident might be viewed as a major investment that continuously improves society as a whole.
- It was suggested that the government prepare its classes systematically so that they might provide a better education system to pupils in the early stages of learning to boost their self-esteem and confidence.

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