

Self Esteem And Academic Performance Of Students In Public Secondary Schools In Punjab District Attock

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ABSTRACT

The study was aimed at “Self esteem and academic performance of students in public secondary schools in punjab district, Attock” The main objectives of the study were, 1. To investigate the effects of self esteem on academic performance of secondary school students, 2. Establish the effect of gender on self esteem and academic performance of secondary school students, 3. Establish the effect of age on self esteem and academic performance of the secondary school students. Descriptive survey research method was used to satisfy these objectives of the study. Researchers used structured and open ended questionnaire. Questionnaire consists of items related to school factors and also on the feelings and perceptions about their self esteem and academic performance. The result showed that the teachers, peers and co curricular activities as well as parental background have an influence on self esteem and academic performance. The findings of the study have revealed that: i) most of the students 60% who performed well felt proud of their performance and always felt like showing them to others. ii) as far as age is concerned, the findings show that 52% of the students interviewed had attained 16 years and above iii) more girls 30% than boys 26% aspired to obtain a first degree. The findings presented herewith seem to suggest that age and gender have influence on self-esteem and in turn academic performance of the students

Keywords: Academic Performance, Observable Trait, Self Esteem.

INTRODUCTION

BACKGROUND OF THE STUDY

The set of experiences and idea of self esteem was begun with notable scholars in the area of psychology. William James and Mead was the pioneer behind the self esteem idea. They expected that self esteem was identical to the progress of an individual which is partitioned by their assumptions. Understudies confidence

would be scholarly achievement partitioned by how well one thinks the person must do. This keeps on impacting the comprehension of self-esteem (Wickline, 2003).

Coopersmith (1967) referred to prove supporting the significance of self-esteem. He concluded that individuals with insecurities and dishonor consider themselves as inferior and unfit to create inward assets to advance their circumstance. Sensation of mediocrity might

result in the event that it doesn't meet individual desires. In his precursors of self, he recommended four factors that add to the advancement of confidence. These are: the qualities that the kid seems to have towards oneself, the kid's involvement in progress and his singular meanings of accomplishment or disappointment as well as the kid's way of managing negative criticism or analysis.

Rosenberg did a research of adolescent self-esteem in 1979 and came up with three self-esteem classifications: the existing self, the aspired self, and the presenting self. Rosenberg warns that no one understands the true self, but that each person constructs and interprets self-images. He distinguished between self-assurance and self-esteem. Self-esteem, in his opinion, is more of an affective sense of efficacy. As a result, while self-confidence can help with self-esteem, the two are not synonymous.

The self-improvement concept of academics was introduced by the humanistic movement of 1950 and the self-improvement movement suggested by Carl Rogers and others in the 1960s and 1970s, which saw students' self-esteem as the fundamental source of academic accomplishment.

According to Bednar and Peterson (1999), each person creates his or her own unique sense of reality through the creative self. They claimed that the development of self-awareness follows development learning lines. He identified seven distinct dimensions of self-identity. The program's third development stage is self-esteem. It is a feeling of accomplishment that occurs when a child succeeds in mastering tasks.

Self-esteem has a major impact on pupils' academic achievement, according to research conducted primarily in western and European cultures). For learning results, students' evaluations of the fit between their self-concept and academic objectives are critical. However, there hasn't been a lot of empirical research done to see if these theories are true (Spinath, 2006).

In other words, social approval and elevation to high office (head students, prefects, and monitors) are reasons for an improved self-concept and consequent self-esteem, as Marsh's (2002) theory of reciprocal and mutually reinforcing events indicates. Teachers' shifting standards, particularly for pupils in higher grades (11th and 12th grades) preparing for national examinations that are typically rigorous and scored by external examiners, may contribute to improved performance.

STATEMENT OF THE PROBLEM

In Pakistan, academic performance of students at secondary school certificate level varies greatly at the end of their two year program. This study aimed at finding out how school factors such as school environment, teachers, peers and home factors such as parents and parenting style, parent adolescent relationships and demographic factors such as age, peer influence, gender and peer statuses affect the students' self-esteem in relation to their academic performance.

PURPOSE OF THE STUDY

The main purpose of the study was to examine how self esteem interacts with factors such as school environment, teachers, and peers as well as demographic factors such as age and gender, among others influence students' performance.

OBJECTIVE OF THE STUDY

The objectives that guided this study sought;-

1. To investigate the effect of self-esteem on academic performance of secondary school students.
2. To establish the effect of age on self esteem and academic performance of the students.
3. To establish the effect of gender on self esteem and academic Performance of students

RESEARCH QUESTIONS

On the basis of the study objectives outlined above, four questions were formulated. These were:

1. What is the effect of self-esteem on academic performance of secondary school students?
2. What is the effect of age on self esteem and academic performance of secondary school students?
3. What is the effect of gender on self esteem and academic performance of students?

SIGNIFICANCE OF THE STUDY

Evaluation of students' progress is very essential since it serves as a basis on which education decisions concerning students are made. It is for this reason that knowledge of factors that influence the outcome of academic achievement are to be clear to the educators, parents and students so that standards of academic performance could be enhanced. Self-esteem is instrumental to those planning and implementing the curricular, not only within the confines of the family, but also within the school environment.

Limitations of the study

Some respondents were dishonest in volunteering information on their perceptions of self-esteem. Furthermore the researcher dealt with some factors that had already taken place e.g parenting styles and therefore could not be manipulated by the researcher.

LITERATURE REVIEW

The Concept of Self-esteem

Self-esteem is a person's total assessment of his or her own value. It includes ideas like "I am competent," as well as feelings like triumph, sorrow, pride, and humiliation. It can also refer to a specific quality, such as "I believe I am an excellent writer and am proud of myself," or "I believe I am a decent person and am proud of

that." Self-esteem is synonymous with self-worth, self-respect, self-love, and self-integrity. Morris Rosenberg, a social learning theorist, described self-esteem as a steady sense of personal worth or worthiness in the mid-1960s. As a result, self idea is a personality concept, and in order for it to develop, we must have self worth.

Self-esteem and Gender

Many individuals accept that males and females experience issues in various parts of their lives. There is no agreement with respect to whether young men or young ladies have higher self-esteem. There are likewise areas of strength for a proof showing contrasts in the conceptualization of self and scholarly exhibitions as per sex and age (Marsh, 2002).

Ahmavaara and Houston directed a review involving 856 English secondary school students in grade 7 and grade 10. The review focused on the connection among sex and self idea, and the examination found that young men report more significant level of self-idea than young ladies no matter what their school type (for example specific or non-particular) or age (Ahmavaara & Houston, 2007).

Another review looking at sex contrasts in issues of exhibitions, skill convictions and worth convictions in 2,053, 5th grade understudies in Bavaria, Germany, found that young men revealed more elevated level of pleasure and pride in Maths contrasted with young ladies. Furthermore, the specialists showed that young ladies detailed lower space esteem in Maths than young men, despite the fact that there was no huge distinction in Maths accomplishment of both young men and young ladies (Frenzel and Pekrun, 2007).

Self – esteem and academic achievement

As indicated by Nina (1996), understudies' measurement work with oneself followed closely following academic achievements. The impact

might come through socio-mental advancement like assimilation of social assessments and social correlations. Prior examinations on friendly discernment and scholastic accomplishment in Kenya High School understudies found that Kenyan guardians and educators will generally urge and backing guys to accomplish higher scholarly objectives contrasted with females.

Looking at understudies self concept by grade level, the exploration discoveries showed that pupils in cutting edge grades had higher self concept. As students get older and grade levels, their view of the different parts of self idea went up. A potential clarification was that pupils work on in verbal and critical thinking abilities as they take more academic subjects in school. As the above concentrate on for the most part centered around life experience schools there was need to explore in the event that day schools likewise had a similar idea or not (Nelson, 2006).

Peer Relationships and Self –Esteem

Kids invest a rising measure of energy in peer connections during center - late youth and immaturity. Great friend relations may be fundamental for ordinary social advancement in juvenile. A youngster's mental self view impacts the manner in which companions see the person in question. Unfortunate companion relations in youth and puberty are related with exiting school and misconduct. An examination led on sex-peer showed that young men saw themselves to have essentially better relations with other gender peers. During the organization of the study, the majority of the young ladies demonstrated they were awkward answering the things on other gender peers. Some of them even imparted to the specialists that, young ladies who would do well to relations with the other gender peer were 'known' importance they had free ethics. One clarification could be that young ladies in this culture are not permitted to have relationship with other gender peers during youthfulness (Santrock, 2001).

Moreover, these students were in single sex schools, and aside from rare field trips because of occasions, for example, live events, sports and club related exercises, in which they blended with the other sex, these pupils were fundamentally with similar friends for a very long time a year, for quite a long time. What's more, the African culture will in general deter young ladies from partner with the other gender peers until they head off to college (Frank, 2009).

This above exploration viewing as appeared to have deficiencies as it significantly focused on two single sex schools (young ladies) and along these lines didn't give satisfactory clarification on companions of both sex. Nonetheless, different examinations uncover that teenagers who feel acknowledged in their companion bunches have their affection and having a place needs as well as self - regard needs met. Dismissed youths are rarely selected as dearest companions. Dismissal results from hostility, unfortunate amiability, open lethargy and hyperactivity (Santrock, 2001).

Factors that influence teenagers' acknowledgment by peers incorporate insight capacity, actual engaging quality, exceptional abilities, financial class and nationality. Young people who have a place with center financial class will quite often be more famous than those experiencing childhood in lower financial class.

In addition, these students were in single sex schools, and except for infrequent field trips due to events such as music festivals, sports and club related activities, in which they mingled with the other sex, these students were basically with the same peers for nine months a year, for four years. In addition, the African culture tends to discourage girls from associating with the opposite sex peers until they go to college (Frank, 2009). This research finding seemed to have shortcomings as it majorly concentrated on two single sex schools (girls) and therefore did not give adequate explanation on peers of both sex. However, other studies reveal that adolescents

who feel accepted in their peer groups have their love and belonging needs as well as self – esteem needs met. Rejected adolescents are infrequently nominated as best friends. Rejection results from aggression, poor sociability, communicative unresponsiveness and hyperactivity (Santrock, 2001).

Factors that affect adolescents' acceptance by peers include intelligence ability, physical attractiveness, special talents, socio-economic class and ethnicity. Adolescents who belong to middle socio- economic class tend to be more popular than those growing up in lower socio-economic class.

Parent-Adolescent relationships

Legitimate nurturing style places and controls the teenagers and permits restricted verbal trade. This nurturing style prompts socially inept way of behaving. The teenagers in this way neglect to start movement and have unfortunate relational abilities (Jeffrey and Brown, 2003).

Definitive nurturing which urges young people to be autonomous yet puts cutoff points and control on their activities, support socially able way of behaving, Family cooperation's that permit teenagers the chance to offer free viewpoints and sentiments while keeping up with closeness and association with guardians work with higher confidence (Nelson, 2006).

Tolerant nurturing is related with young people's socially uncouth ways of behaving, particularly an absence of self - control. The guardians permit their youngsters to do what they need and the outcome is that the teenagers never figure out how to control their own way of behaving and consistently hope to get everything they could possibly want (Marsh, 1999).

Self – esteem and Parenting

As per Marsh (2006), the kid's high confidence is related with articulation of fondness, worry about the young men's concerns, concordance in the home, support in joint family exercises,

submitting to the principles and permitting young men opportunity inside recommended limits. Guardians give unequivocal love by meeting their actual necessities e.g actual friendship through word, consoling them that glaring at them doesn't imply that the guardians don't cherish them recognizing them by accommodating their essential requirements, shielding them from risk and ailment as well as remembering them as youngsters with their own characters and possibilities.

Youngsters with high confidence have positive, hopeful and vigorous way to deal with life. Youngsters with low confidence will more often than not have negative mentality and cynicism to life. They find it hard to acknowledge analysis without preventiveness and antagonism and will generally blow up. They have solid requirement for consolation and recognition from others (Rugel, 1995).

Self Esteem, Grade and Relationships

Ongoing examination by Frank (2009), shows that swelling understudies' confidence without help from anyone else can really diminish grades. High confidence associates exceptionally with self-announced satisfaction. Anyway it isn't clear, which, if either, essentially prompts the other. Furthermore, confidence has been viewed as connected with pardoning in cozy connections, in that individuals with high confidence will quite often be seriously sympathetic. The relationship including confidence and scholastic outcomes doesn't connote that high confidence adds to high scholarly outcome. It just implies that high confidence might be achieved because of high scholastic execution.

Students academic performance implies the commitment of an understudy which he invested during the energy and exertion that understudy put resources into common exercises, it is frequently connected with the accomplishment of positive understudy learning

results, like individual pupils improvement and decisive reasoning (Mahnaz, W., et. al, 2022).

Indicators of High and Low Self – Esteem

High Self Esteem:- These incorporate eagerness to offer viewpoints, starting amicable contact with others mandates or orders, sitting with others during exercises, working agreeably in gatherings, keeping in touch and talking fluidly or little faltering in discourse.

Low Self Esteem:- These incorporate putting down others, prodding, ridiculing or meddling, inability to communicate perspectives and conclusions, expecting a compliant tone, gloating exorbitantly about accomplishment abilities, giving reasons for disappointment and verbally putting down of oneself. The review completed looked to decide the genuineness of these pointers through the polls for understudies (Santrock, 2001).

Theories of self esteem

There are numerous speculations about confidence. These incorporate Maslow's Theory of requirements, Carl Rogers Theory of self-awareness and Bednar and Perterson's Theory of self esteem among others. In any case, this study will utilize Maslow's ordered progression of necessities to examine the impacts of confidence on scholarly execution.

Maslow's Theory of Needs

As indicated by Maslow individuals are roused to look for individual objectives that make their lives fulfilling and significant. The law battles that individuals have needs and seldom arrive at a condition of complete fulfillment. He verified that all people have needs that are natural and are deliberately organized in climbing (request) pecking order of need.

Fulfillment of one need makes another need that orders the individual's consideration and endeavors. The essential suspicion in Maslow's hypothesis is that the lower request pre-

strong necessities should be generally fulfilled before the individual can become mindful of or spurred by higher request needs. Physiological necessities ought to be fulfilled first followed by wellbeing and security needs, love and having a place needs. Confidence needs are fourth in the order. Maslow divides it into self respect and respect for other people.

RESEARCH METHODOLOGY

Research Design

A Survey research design was used for conducting this specific research study. A self administered questionnaire was used for the collection of data from a large number of respondents and the research method was considered as ideal because it facilitated such data collection method.

The Sample and Sampling Procedure

The sample of 300 students for this research was selected from fifteen twenty secondary schools in District Attock. It was need of the time to investigate the students' self esteem and how it affects their academic performance.

Research Instruments

A questionnaire was developed to collect data from the respondents on the basis of variables identified for the study. Affective questions were used to bring out and individual self esteem as concept of self esteem is abstract. These questions aimed at eliciting emotions on how students felt towards the teachers, parents, fellow students and the school environment at large.

Validity of Research Tools

To ensure content validity of the research instrument, a questionnaire is validated from five different experts of the education field. Some of the items were also change according to the expert's feedback.

Data Processing and Analysis techniques

The data was gathered and then stored in tabular form for ease of manipulation and analysis. Percentage was found for each statement with respect to the observed frequency.

DATA ANALYSIS AND INTERPRETATION

Table 1 Students' Gender

Boys		Girls		Total	
Frequency	%	Frequency	%	Frequency	%
150	50	150	50	300	100

Table 1 indicates that numbers of respondents with respect to their sex were equal. There were 50% boys and 50% girls respondents. Since the

number of boys and girls were equal, there was need to have an insight into the ages of the students.

Table 2 Students' Age

14 Years & Below		15 Years		16 Years & above	
Frequency	%	Frequency	%	Frequency	%
37	12.3	107	35.7	156	52

Table 4.2 shows that majority of students in secondary schools have attained the age of 16 years and above. 52% of the students said they

had attained the age of 16 years and above, 35.7% of the students said they had attained age 15 and only 12.3% of the students said they were at the age of 14 years and below.

Table 3: Parents' Academic Level of Education

Level	Father		Mother	
	Frequency	%	Frequency	%
No formal education	42	15.2	61	21.7
Primary Education	54	19.6	56	19.9
Matric	109	39.4	103	36.6
FA,FSc/BA,BSC	54	19.6	40	14.2
Masters	15	5.4	19	6.8
MPhil/PhD	2	0.7	02	0.7
Total	276	100	281	100

Table 3 has revealed that most of the parents of the students said they had attained some level of formal education. Parents who had acquired

primary education were many as compared to those with no formal education. For instance 19.6% of the fathers and 19.9% of the mothers

said they had acquired primary education. Only 15.2% of the fathers and 21.7% of the mothers said they had no formal education.

The study also revealed that there were more mothers than fathers (281 mothers as

opposed to 276 fathers). This in journal view may have contributed to cause discipline issues leading to poor academic performance.

Table 4: Level of education students aspired for

Level	Boys		Girls	
	Frequency	%	Frequency	%
Secondary School Certificate level	39	26	45	30
Diploma	26	17.3	30	20
Higher Secondary School Certificate Level	45	30	45	30
Others	40	26.7	30	20
Total	150	100	150	100

Table 4 indicates that most of the students aspired to attain their Higher Secondary School Certificate degree. 45% Of the boys and 45% of the girls said they aspired for Higher Secondary School Certificate degree.

40% of the boys' respondents and 30% of the girls respondents said they aspired for other levels such as certificate courses, masters' degree and others said they were determined to get their PhD.

Table 5: Statements that describe high self esteem

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	F	%	f	%	f	%	f	%	%
I have equal number of friends as people of my age have	123	41	137	45.7	40	13.3	-	-	100
Other people enjoy being in my company	147	49	130	43.3	23	7.7	-	-	100
Other people wish that they were like me	127	42.3	150	50	20	6.7	3	1	100
My parents feel proud on me the kind of person I am	168	56	112	37.3	20	6.7	-	-	100
I am an important person to my family	158	52.7	130	43.3	12	4	-	-	100
My Teachers are happy from me	207	69	73	24.3	20	6.7	-	-	100
I am usually proud of my performance	180	60	120	40	-	-	-	-	100
My teachers are happy from me	138	46	113	37.7	39	13	10	3.3	100
I feel proud of my teachers who developed my skills.	267	89	33	11	-	-	-	-	100

Table 5 has shows that how students are feeling about their self esteem. From the data, it is evident that students feel motivated to learn if their parents and teachers as well as their peers appreciate their efforts. Thus, 86.7% of the respondents said they had as many friends as people of their age. This in essence meant that the respondents could easily work cooperatively during group discussions which could lead to better performance.

Nearly 83.3% of the respondents said that their parents are proud on them. This gives the a sense of worth to the students resulting into high self esteem. Again, 60% of the respondents strongly agreed that they usually felt proud of their performance while overall 100% of the respondents agreed that they were proud of their performance.

Table 6: Statements that describe low self esteem

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	F	%	f	%	F	%	f	%	
I am not as popular as much of my friends	27	9	118	39.3	77	25.7	78	26	100
My parents expect too much for me	162	53.3	131	43.7	7	2.3	0	0	100
My teachers expect too much for me	167	55.7	115	38.3	10	3.3	8	2.7	100
I am an average student of my class	102	34	158	52.7	25	8.3	15	5	100
I often feel worthless in school	23	7.7	12	4	57	19	208	69.3	100
Most of my teachers do not understand me	31	10.3	13	4.3	102	34	154	51.4	100

Table 6 shows how the boys and girls felt about their self esteem. From this data, it is possible to conclude that students feel shy and less motivated to learn if their self esteem is low. Since most students aspire for better performance, the analysis on low self esteem is looked at from a few numbers of respondents who strongly agree

or agree with the statements on low self esteem. Only 9% of the respondents strongly agreed that they were not as popular as people of their age. Again, only 10.3% of the respondents strongly agreed that their teachers did not understand them and 7.7% of the respondents said they strongly agreed that they felt worthless in school.

Table 7: Self Esteem and academic performance

Statement	Always		Sometimes		Never		Total	
	F	%	f	%	f	%	f	%
You study yourself when there is no class?	102	34	178	59.3	20	6.7	300	100
Do you complete your assignment in time?	127	42.3	140	46.7	33	11	300	100
Are you contacting your teacher in case of any difficulty?	102	34	168	56	30	10	300	100
Are you feeling worthless when teachers do not appreciate you?	180	60	60	20	60	20	300	100

Whenever I get good grades, I feel proud and likes to show others.	153	51	68	22.7	79	26.3	300	100
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Table 7 indicates that majority of students (59.3%) said they sometimes studied on their own while only 34% said they always studied on their own. Most students (60%) said they felt worthless when teachers did not appreciate their work while

20% said they did not feel worthless. It was also evident that most students felt like showing their good grades to others and thus 51% of the students said they always felt like showing their good grades.

Table 8: Students' participation in co curriculum activities

Co-Curricular Activity	Boys		Girls		Total	
	F	%	f	%	F	%
Cricket	46	15.3	50	16.7	95	31.7
Volleyball	35	11.7	20	6.7	55	18.3
Athletics	44	14.7	55	18.3	100	33.3
Football	25	8.3	25	8.3	50	16.7
Total	150	50	150	50	300	100

Table 8 indicates that all the students said they participated in one activity or the other. Most of the boys said they liked Cricket followed by Athletics. 15.3% liked Cricket and 14.7% liked Athletics respectively. Girls on the other hand liked Athletics more than other activities. About 33.3% of the girls liked Athletics followed by Cricket 31.7%.

some games are meant for a particular sex and therefore not worth for the opposite sex. Games like Cricket were viewed in the past to be for boy. This societal inclination towards gender tasks seemed to have had an effect on the self concept of the students and their perception of which co curricular activity to undertake. Students were further asked to rate their satisfaction with their academic performance.

This in general view was as a result of parental influence and stereotype thinking that

Table 9: Students' Academic Performance

Statement	Boys		Girls	
	F	%	F	%
Satisfied	20	13.3	15	10
Fairly Satisfied	50	33.3	63	42
Never Satisfied	80	53.3	72	48
Total	150	100	150	100

The study reveals that both boys and girls seem not to be satisfied with their performance. Of the students interviewed, 53.33% of the boys and

48% of the girls said they were never satisfied. Only 13.3% of the boys and 10% of the girls said they were very satisfied. This meant that boys reported higher levels of self concept than girls.

Table 10: Teachers' Rewards Method

Method of rewarding good work	F	%
Giving positive comment	168	56
Giving material reward	66	22
Giving responsibilities	38	12.7
Organizing educational tours	28	9.3
Total	300	100

Table 10 indicates that most teachers rewarded their students by way of giving positive comments. Almost 56% of the students interviewed said that their teachers gave them comments while 22% said their teachers sometimes gave material rewards.

The rest 9.3% said that teachers took them to educational tours while only 12.7% said that their teachers gave responsibilities such as that of being a Prefect or Monitor of the class.

Table 11: Students' views on measures school administration should take to enhance improvement in academic performance

Measure	f	%
Enhancing discipline	92	30.7
Educational tours and field trips	37	12.3
Inter school competition	75	25
Guidance and counseling	96	32
Total	300	100

Table 11 reveal that most students 32% said the use of guidance and counseling as well as enhancing discipline 30.7% are the key measures that can ensure improvement in academic performance. Other measures included organizing inter school competitions 25% and educational tours 12.3%.

Summary

The study sought to examine how school factors, school environment, teachers, peers, co curricular activities as well as demographic factors such as age, gender and family background among others, influence academic performance as well as their self esteem. The researcher collected views of respondents from secondary schools. The objectives of the study included;

1. To investigate the effect of self-esteem on academic performance of secondary school students.
2. To establish the effect of age on self esteem and academic performance of the students.
3. To establish the effect of gender on self esteem and academic Performance of students
4. To examine the effect of teachers on students' self esteem and their academic performance.

The respondents were Secondary School students from private secondary schools. A total of 300 students were interviewed. Partially structured and open ended questionnaire was developed to collect data. Simple random sampling as well as

systematic sampling was used to select the respondents.

The study came out with the following findings;

1. Students who perform well in academic tasks as well as co curricular activities have high self esteem.
2. Age has an effect on self esteem and academic performance.
3. Gender has an effect on self esteem and academic performance.
4. Teachers have an effect on students self esteem and academic performance.

CONCLUSION

From the findings, the following conclusions have been drawn in relation to the set objectives. Self esteem of individuals seems to influence their academic performance either positively or negatively. An individual whose self worth is recognized strives hard to achieve academic excellence. From the findings, students who were viewed as significant by their parents felt motivated to learn and foreshadowed bright future. Such students made their parents as well as their teachers proud. The teachers in turn recognized their effort by giving rewards and encouragements. Students who performed poorly showed signs of despair and believed that they could not attain good grades even in spite of working very hard.

This study reveals that majority of the students reach secondary school certificate level when they are adults and are therefore able to make their own decisions on whether to continue with their education after secondary school certificate level or not. This result finding is in agreement with the study carried out by Nelson, 2006; which stated, "As students advance in years and grade levels, their perception of the various aspects of self go up." The socio economic background of the students' parents was based on the parents' level of education and occupation.

The study also revealed that there were more mothers than fathers. This, in journal view may have contributed to lower levels of discipline leading to poor academic performance. This finding is in agreement with the findings of Rugel, (1995). The students were then asked to state their parents' occupation.

The study reveals that both boys and girls seem not to be satisfied with their performance. Of the students interviewed, most of the boys and girls said they were never satisfied.. This meant that boys reported higher levels of self concept than girls. This finding is in agreement with the findings of Ahmavaara and Houston, (2007).

The study showed that most of the students interviewed said that their teachers gave them comments while other said their teachers sometimes gave material rewards. The rest respondents said that teachers took them to educational tours while least number of respondents said that their teachers gave responsibilities such as that of being a Prefect or Monitor of the class.

From the finding of the study , it is evident that teachers like reciprocating their students' good work by way of rewards. These rewards are meant to reinforce the students' self esteem in order to come out with good grades during Secondary School certificate level. This finding is in agreement with the findings of Marsh (2002).

The study revealed that most students said the use of guidance and counseling as well as enhancing discipline are the key measures that can ensure improvement in academic performance. Other measures included organizing inter school competitions and educational tours.

On the basis of these findings, it is evident that administrators use a variety of measures to enhance performance. These measures are meant to encourage students to be independent as well as placing limits and control

on their actions thus encouraging socially competent behavior which ultimately results in students' good performance. These findings are in agreement with the findings of Jeffrey and Brown, (2003).

Feelings of competence, confidence and good directedness influence students' performance. Students who felt worthy before their teachers and parents had their goals directed towards achieving bright future. The findings revealed that such students engaged themselves in group discussion, and completed their assignment and were free to consult their teachers for clarification in areas that posed challenges to them. On the other hand, student who displayed a sense of worthlessness never completed their work in time in most instances. They always kept to themselves and thought they were not liked by others.

RECOMMENDATIONS

On the basis of the findings and conclusions discussed herein, the following recommendations were made:

1. The school environment is a powerful agency of nurturing students to have high self esteem. The teachers therefore should engage the learners in both curricular and co curricular activities to enhance their self worth.
2. Teachers should guide and counsel students constantly to avoid a state of despair.
3. Majority of the students who could not improve in performance did not see the urge to adjust and developed a stereotype thinking that however hard they tried they could not get good grades. They should focus and work on it.
4. Parents on the other hand, should always motivate their students by appreciating the work they do at school and also encouraging them of a brighter future ahead.

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