



RELATIONSHIP BETWEEN SELF-ESTEEM AND STUDENTS' ACADEMIC PERFORMANCE AMONG SOME SELECTED FEDERAL GOVERNMENT COLLEGES IN NORTH-WEST ZONE OF NIGERIA

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Abstract

The study examined the relationship between self-esteem and students' academic performance among selected Federal Government Colleges in Northwest zone of Nigeria. Two research questions, objectives and research hypotheses guided the study. The study adopted a descriptive correlational design. A sample of 269 SSII students was drawn from the population of 945 through multi-stage sampling technique and with the aid of Research Adviser (2006) table for determining sample size. Two set of instruments were used in the study: Adapted version of Akinboye (1985) Adolescent Personality Data Inventory (APDI) Sub-scale A to measure the students' self-esteem which was adjudged to possess construct and content validity by experts in guidance and counselling with a reliability 'r' index of 0.67 and researcher designed tests in English language and Mathematics was considered to have content validity by teachers in both English language and mathematics with a reliability 'r' indices of 0.71 and 0.66 respectively. H_{01} was tested using Pearson Product Moment Correlation coefficient statistics while H_{02} was subjected to t-test analysis. Findings revealed no significant relationship between self-esteem and academic performance of students while the results of the t-test analysis shows that male and female students do not differ significantly in their self-esteem among selected Federal Government Colleges in North-west zone of Nigeria. Based on the findings, it was recommended that school counsellors should encourage students to believe that they have the capacity to achieve a set goal and adequately cope with the challenges of academic performance.

Key Words: Self-esteem, Academic Performance, Students, Selected Federal Government Colleges and North-west zone.

Introduction

The prevalent poor academic performance in most secondary schools in Nigeria today has devastating effect on the country's image and presents an over whelming challenge to educators and parents. Academic performance is the knowledge and skills acquired through training. Academic performance is determined by the performance of students in different school subjects over a period of time. Academic performance is one of the top priorities for schools. It is the outcome of education that is the extent to which a student, teacher and institution have achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. According to Musa (2013) academic performance is the qualitative description of students' level of accomplishment through the use of test and other tools. To achieve this aim Musa (2013) emphasized that it become necessary to frame the questions for the education from a proper sampling of all areas as mentioned in Bloom's taxonomy of education which are knowledge, comprehension, analysis, evaluation and application. To Muhammad (2013), academic performance is the basic index of quality education. Salau (2015) asserted that academic performance had been linked with various factors of which some are resident in the society, some in the school, some in the child's home and others in the child himself.

Various factors have been suggested as sources of influence on student's academic performance such as: self-esteem and attitude to school as variables on a child are very important. Self-esteem affects school success. Children who feel good about themselves and

their abilities are much more likely to do well in school than children who often think they cannot do things right. School success, in turn, affects a child's self-esteem. How children do in school will affect how they feel about themselves. Children who do poorly in school often think poorly of themselves. However, despite popular beliefs that high self-esteem facilitates good academic achievement, only a modest correlation was discovered between general self-esteem and school performance (Katz, 1995).

Self-esteem is considered to be a state of mind. It is the way people think and feel about themselves. Having high self-esteem means having feelings of confidence, worthiness and positive regard for oneself. People with high self-esteem feel good about themselves. They feel a sense of belonging and security. They respect themselves and appreciate others. They tend to be successful in life because they feel confident in taking on challenges and risking failure to achieve what they want. They have more energy for positive pursuits because their energy is not wasted on negative emotions, feelings of inferiority or working hard to take care of or please others at the expense of their own self-care (Bello, 2016). The amount of self-esteem an individual has depends on many factors including how the person was raised, his parental attitudes, life experiences, and the like. Sometimes people lose self-esteem and feel bad about themselves because of failures or disappointments in life, or because of the way others have treated them. It is important to know that self-esteem can be gained at any time in life. Ideally, it happens in childhood; realistically, most people have to cultivate it later in life (Southern Astrophysical Research Programme (SOAR), 2003).

Self-esteem more often is used to refer to the affective or emotional aspect of self and generally refers to how one feels about or how he values himself or herself. This is sometimes used as a synonym for self-worth, although some authors suggest self-worth is a more central

concept (Crocker & Wolfe, 2001). This relates to the discussion of one's being or one's action is more important to constructing one's self views. However, Abdullahi (2011) argued that Self-esteem continues to be one of the most commonly research concepts in social psychology, its significance is often overstated to the extent that low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good. Self-esteem is associated with depression, anxiety, motivation and general satisfaction with one's life (Masqud, 1998). It is believed that, children and adolescents who lack self-esteem may be more dependent on their parents and have lower academic and vocational goals (Rohner, 1995).

Statement of the Problem

Academic performance is interestingly an important issue; a fundamental premium upon which all teaching/learning activities are measured using some criteria of excellence e.g. good academic performance, poor academic performance and academic failure. The concern for improving academic performance has also increased in the years. The reason for this can be attributed to the high percentage of poor performance of the students at the secondary school level in recent time. It is worthy to note that in Nigeria, the successful completion of six-year secondary education is the foundation or the basis of studentship in the University, College of Education or Polytechnic.

The release of results from the West African Examination Council (WAEC) and National Examination Council (NECO) is always followed by public outcry as student's performances in both examinations do not match the government and parental investment in the North-west zone of Nigeria. For instance, Dr. Charles Eguridu, the Flead of National Office, WAEC, announced the results of 2017 May/June WASSCE on Monday 18th August 2014 on NTA. He said "A total

of 529,425 candidates, representing 31.28% out of 1,692,435 candidates that sat for the examination obtained credits in five subjects and above, including English Language and Mathematics. Thus, all stakeholders are unhappy as to why the system is turning out senior secondary graduate with poor results. This has made failure in public examination a problem of national concern.

Failure in public examination poses serious danger of polluting the streets with drop-out, half-educated, maladjusted, unemployables that can only constitute a social menace and a threat to the peace and stability of the Nation in general and North-west zone in particular. The education system and its processes in terms of the quality of inputs and the psychosocial disposition of the learner relative to the teaching and learning process have been implicated. Among the psychosocial variables of the learner that are considered significant in his/her performance are self-esteem. It is in the light of this that the researchers looked in to variables that could bring about improvements among Senior Secondary School Students academic performance and how these variables can contribute towards an improved educational standard in general. Therefore, the main thrust of the present study was to examine the relationship between self-esteem and students' academic performance among some selected Federal Government Colleges in North-west zone of Nigeria.

Research Questions

To guide the study, the following research questions were raised:

1. Is there any relationship between self-esteem and academic performance of students in Federal Government Colleges in North-west zone of Nigeria?

2. Is there any difference between self-esteem and gender of students in Federal Government Colleges in North-west zone of Nigeria?

Objectives of the Study

This study was to find out:

1. Relationship between self-esteem and academic performance of students in Federal Government Colleges in North-west zone of Nigeria.
2. Difference between self-esteem and gender of students in Federal Government Colleges in North-west zone of Nigeria.

Research Hypotheses

The following null hypotheses were formulated for the study

H₀₁: There is no significant relationship between self-esteem and academic performance of students in selected Federal Government Colleges in North-west zone of Nigeria

H₀₂: There is no significant difference between self-esteem and gender of students in Federal Government Colleges in North-west zone of Nigeria.

Methodology

A correlational research design was used in this study to determine the relationships between self-esteem and students' academic performance. The population for the study consists of senior secondary school (SSII) students in selected Federal Government Colleges in North-west zone of Nigeria with a total number of 945 students. The sample of the study was drawn from the eight (8) Federal Government Colleges in the 3 selected states using purposive sampling techniques. A purposive or judgment sampling is a technique used for the study based

on the assumption that with good judgment, one can handpick element of cases in a population, which are satisfactory in relation to one's needs. The sample of 269 students comprising of both male and female students was selected with aid of Research Advisor (2006) table for determining sample size to simplify and justify the work. Thereafter, the sample of 269 students was proportionately selected across the 8 schools. The proportionate sampling technique was used to select corresponding number from the various schools to ensure equal or proportional representation (Creswell, 2008). With proportionate sampling method, the researcher does not leave the representativeness of the sample entirely to chance.

In selecting students to represent the sample in each school, the researcher used simple random sampling technique by writing 'YES' and 'NO' on folded piece of papers. All those students that picked 'YES' were selected to represent students sample of the population while those that picked 'NO' were not selected to represent the students sample which indicated that all students were given equal chance of being selected. The number of respondents selected in each school was presented in Table 1.

Table 1: Sample Size of the Study

S\NO	Colleges	Population	Sample Size Required for the Study	Percentage%
1.	Federal Science College Sokoto, Sokoto State	153	43	16%
2.	Federal Government College Sokoto, Sokoto State	245	69	26%
3.	Federal Government Girls College Tambawal, Sokoto State	48	14	5%
4.	Federal Science Technical College Zuru, Kebbi State	34	10	4%
5.	Federal Government Girls College Gwandu, Kebbi State	139	40	15%
6.	Federal Government College Birnin Yauri, Kebbi State	81	23	9%

7.	Federal Government College Anka, Zamfara State	125	36	13%
8.	Federal Government Girls College Gusau, Zamfara State	120	34	12%
Total		945	269	100%

Source: Research Advisor (2006)

Research Instruments

Two set of instruments were used by the researchers to measure the students' self-esteem and academic performance. One adapted instrument was used by the researchers while the researcher designed tests in English language and Mathematics was used to measure academic performance of students. The following are the instruments:

- i. Adapted version of Akinboye (1985) Adolescent Personality Data Inventory (APDI) Sub-scale A to measure the students' self-esteem.
- ii. Researcher designed Test in English Language and Mathematics for Senior Secondary School II (SS II) students, to measure student's academic performance.

Adapted version of Akinboye (1985) Adolescent Personality Data Inventory (APDI) Sub-scale A

The Adolescent Personality Data Inventory (APDI) (Sub-scale A) was originally developed by Akinboye (1985) with 30 items on the instrument, in an attempt to develop the course "Psychology of Nigerian Adolescents" at the Department of Guidance and Counselling, University of Ibadan. It was developed to assess some of the social, familial, biological, personal, psychological and educational factors affecting the behaviour of Nigerian adolescents. However, the researcher adapted the first twenty items and also adapted the 5 point likert-scale to a 4 point likert-scale by subjecting the instrument to a pilot testing to assess the appropriateness and practicality of the data collection instrument and still found the instrument appropriate for

senior secondary school students. Thus, in this study the inventory which has 20 test items was adapted and administered to the sample group to measure the students' self-esteem.

Validity of (APDI) Sub-scale A

The researcher exposed the instrument to experts to scrutinize whether the statements in the instrument do relate to what they are supposed to measure. Draft of the instrument was given to experts from the Department of Educational Foundations, Usmanu Danfodiyo University Sokoto, who are professional counsellors and experts in Guidance and Counselling as well as the researcher's supervisors to check how well the items were developed and whether the items are relevant in answering the research questions and testing the hypotheses. Their comments and suggestions were incorporated in the corrections made for the final instrument. At the end of the exercise, the test items were adjudged to possess construct and content validity.

Reliability of (APDI) Sub-scale A

The researcher used a population of 40 students from Federal Government College Daura, Katsina State, a test-retest correlation was carried out with an interval of six weeks between the first and second administration of the instrument to ensure they did not exactly remember their previous responses. With the use of Pearson Product Moment correlation coefficient formula, a reliability coefficient of 0.67 was obtained. This was considered to be good enough for use in this study.

Scoring of (APDI) Sub-scale A

In APDI (Sub-scale A), the scoring of self-esteem with statement like Strongly Agree "SA" response carries 4 marks, Agree "A" response carries 3 marks, Strongly Disagree "SD" response 2 marks while Disagree "D" response carries only 1 mark. The total scores obtained by

the individual represent the level of his or her self-esteem. APDI Subscale A maximum score is 80 points and the minimum score is 20 points.

Researcher Designed Test in English Language and Mathematics for Senior Secondary School II (SS II) students

The items for both English Language and Mathematics test were carefully chosen using a table of specification which contains 20 items for each subject respectively. The items were selected based on the syllabus of English Language and Mathematics for SS II students.

Validity of English Language and Mathematics Test

Both English Language and Mathematics teachers who are examiners of WAEC, NECO and NABTEB and as well as teachers of the two subjects were given the test to peruse to ascertain their appropriateness for SS II student. Their independent judgment was considered to determine their content validity.

Reliability of English Language and Mathematics Test

To establish the reliability of the instrument, a test-re-test was carried out by the researcher. The test was administered on 40 students at (6 weeks interval), to determine the stability of scores over time from Federal Government College Daura, Katsina State. With the use of Pearson Product Moment Correlation coefficient formula, a reliability coefficient of 0.71 for English Language and 0.66 for Mathematics were obtained.

Scoring of Mathematics and English Language Test

The performance test consist of 20 objective questions and each question is followed by four options lettered a, b, c and d for respondents to choose for both subjects (English Language

and Mathematics). Each correct answer carries 2 marks, thus, the maximum score possible in both is 80 and minimum score is 0.

Method of Data Analysis

Ho₁ was tested using Pearson Product Moment Correlation coefficient statistics while Ho₂ was subjected to t-test analysis.

Data Presentation and Analysis

H₀₁: There is no significant relationship between Self-esteem and Academic Performance of students in Federal Government Colleges in North-west zone of Nigeria

Table 2: Relationship between Self-esteem and Academic Performance of students in Federal Government Colleges in North-west zone of Nigeria (N= 269)

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Self-esteem	269	54.97	10.817	.015	.800	Not Significant
Academic Performance	269	40.23	13.551			

Source: Statistical Package for Social Science 20.0 version.

From table 2, it can be seen that the relationship between self-esteem and academic performance of students was positive but not significant, Pearson's $r = .015$ which was low; $p > .05$. Thus, the hypothesis was accepted. This indicates that there is no significant relationship between self-esteem and academic performance of students in Federal Government Colleges in North-west zone of Nigeria because the p-value is greater than the .05 level of significance. Therefore, hypothesis which says there is no significant relationship between self-esteem and academic performance of students in Federal Government Colleges in North-west zone of Nigeria was retained. This means that the value student attached to themselves does not significantly affect their academic performance in Federal Government Colleges in North-west zone of Nigeria.

H₀₂: There is no significant difference between Self-esteem and Gender of Students in Federal Government College in North-west zone of Nigeria

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Table 3: Difference between Self-esteem and Gender of students in Federal Government Colleges in North-west zone of Nigeria

Variables	N	Mean	Std. Deviation	df	t-cal	t-crit	Decision
Male	116	55.82	7.846	267	-.573	.567	Not Significant
Female	153	55.13	10.982				

Source: Statistical Package for Social Science 20.0 version.

From Table 3, it can be seen that the difference between self-esteem and gender of students has $t\text{-cal} = -.573$, $t\text{-crit} = .567$. Thus, the hypothesis is accepted. The result indicates that the mean self-esteem for male (55.82) and that of female (55.13) which was not significant. Hence, there is no significant difference between self-esteem and gender of students in Federal Government Colleges in North-west zone of Nigeria because $t\text{-cal}$ is less than $t\text{-crit}$ at .05 level of significance. Therefore, hypothesis which states there is no significant difference between self-esteem and gender of students in Federal Government Colleges in North-west zone of Nigeria was retained. The result implies that self-esteem of male students do not significantly differ from that of their female counterpart.

Summary of Findings

In view of the hypotheses tested and interpreted the following summaries were generated;

1. The value students attached to themselves does not significantly affect their academic Performance in Federal Government Colleges in North-west zone of Nigeria.
2. Male and female students do not differ significantly in their self-esteem in Federal Government Colleges in North-west zone of Nigeria.

Discussion of Findings

The finding of this study revealed that no significant relationship was found between self-esteem and academic performance of students. This finding is in agreement with the study of Patrick and Joseph (2005) who found no correlation between self-esteem and academic achievement for the gifted group. The finding is contrary to that of Muhammad, Syed and Khalid (2015) who found out a significant relationship between self-esteem and academic performance of students. It can therefore be concluded that students need to believe that they have the capacity to achieve what they need and want to achieve, so that he/she can adequately cope with the challenges of academic performance. The student who does not believe he/she can adequately cope academically have an external sense and is probably less effective and creative than he or she would be if he or she possessed self-esteem.

Hypothesis two, there was no significant difference in Self-esteem and Gender of students in Federal Government Colleges in North-west zone of Nigeria. This finding affirms the study by Leila, Mohammadreza, Nahid and Azizollah (2013) on comparing the boys and girls self-esteem in the less educated and educated families. Samples included 16 boys and 18 girls from ignorant families, 18 males and 16 females from families with high levels and age between 4-6 years. The results of analysis revealed that there is no any significant difference between boys' and girls' self-esteem. The research demonstrated that there were no differences between boys' and girls' self-esteem. The study concluded that students' gender had no significant influence on their self-esteem.

Conclusion

From the findings of this study, it was concluded that self-esteem was not related to academic performance of students. This means that self-esteem has no significant influence on students' academic performance. The study also concluded that male and female students do not differ in their self-esteem.

Recommendations

In view of the above findings, it was recommended that:-

1. School counsellors should encourage students to believe that they have the capacity to achieve a set goal and adequately cope with the challenges of academic performance.
2. Administrators, teachers and counsellors need to encourage both male and female students to have positive self-esteem, as it can enhance the value a student attached to him/herself.

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