



A STUDY OF ACADEMIC ACHIEVEMENT OF B ED STUDENTS IN RELATION TO THEIR SELF ESTEEM

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Abstract

Self-esteem is the one key ingredient that affects the level of proficiency in all fields of endeavour. Self-esteem has been correlated to: job success, school achievement, interpersonal compatibility, and general happiness (Redenbach, 1991). The author was curious to know if Self Esteem was a correlate of academic achievement of B Ed students. The participants of the study were 1037 students were drawn proportionately from 14 B Ed colleges. The findings reveal that there is a positive, negligible and significant relationship between Academic Achievement and Self-esteem among the participants. The results show the need to focus on boosting the self -image and self -esteem of students so as to enhance their confidence and levels of aspirations and through that, their motivation to become competent and professional teachers.

Keywords: *Self Esteem, Academic Achievement, student teachers*



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1. Introduction

Self-esteem can be defined as an individual's judgment of his or her self-worth (Rosenberg 1965). Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioural aspects as well as evaluative or affective ones (Tomaka & Blascovich, 1991). While the construct is most often used to refer to a global sense of self-worth, narrower concepts such as self-confidence or body-esteem are used to imply a sense of self-esteem in more specific domains. It is also widely assumed that self-esteem functions as a trait, that is, it is stable across time within individuals. Self-esteem is an extremely popular construct within psychology, and has been related to virtually every other psychological concept or domain, including personality (e.g., shyness), behavioural (e.g., task performance), cognitive (e.g., attribution bias), and clinical concepts (e.g., anxiety and depression). Environment of acceptance and success raises self-esteem, while environment of failures lower it. Studies suggest that for children of age seven

to adolescents, school frequently represents the first occasion in which they act on their own and measure themselves against others. Thus school represents an initial proving ground.

Self-esteem creates self-image (Judy and Arin 2004). People with high self-esteem take risks more easily than those with low self-esteem. Low self-esteem has many different manifestations; withdrawal, depression and lack of self-confidence are all symptoms of low self-esteem. Positive interactions and statements made by significant others lead to high self-esteem and negative interactions lead to low self-esteem (Blake and Slate, 1993).

Self Esteem and Academic Achievement

Self-esteem is the one key ingredient that affects the level of proficiency in all fields of endeavour. Self-esteem has been correlated to: job success, school achievement, interpersonal compatibility, and general happiness (Redenbach,1991).

Self-esteem construct is recognized today to be a major factor in learning outcomes (Lawrence, 2000). Students with high self-esteem perform better in examination as compared to those students who have low self-esteem (Jordon and Kelly (1990). There seems to be a close relationship between self-esteem and high rate of academic achievement (Wood et al, 1994). The rate of academic achievements of students with high self-esteem was found to be highly significant (Murayama et al. 1981)

Self-esteem of gifted students (those with high degree of academic achievements) was much higher than those with low degree of academic achievements. Gifted students have thus more positive self-image and self-concept. (Kelly and Jordan,1990). Students with low self-esteem do not expose their skills or willingness to take part in the learning process actively. They also try to hide their unfavourable characteristics which according to them are not liked by others (Tootoonchi, 1993).

Implication to Teacher Education

Children with high self-esteem have high self-concept, exhibit confidence and are motivated to achieve. In schools, it is very important for teachers. Self-esteem in most students 'mirrors' the appraisals of others, in particular parents and teachers. Teachers' views clearly affect learner's achievements. Positive appraisals over an extended time tend to increase the level of learning. Prolonged or consistent negative appraisals tend to lower learning achievement. Students tend to perform in accordance with teacher expectations and treatment-self-fulfilling property (Loomans & Loomans 1994).

It is only reasonable to assume that optimal conditions for enhancing positive self-esteem require that we begin helping students to attain that which is easily within their reach. Small

words of appreciation, encouragement, praise, applause - all these boost the self-esteem of students. Teachers having high self-esteem are able to show self-efficacy and show high academic achievement.

As teacher educators, we can be instrumental in creating a classroom environment which nurtures and supports students to develop self-esteem. This can be achieved by modelling to students that mistakes are part of the learning process for both children and adults. It is important to empower and help students to assess their achievements in a positive productive manner. This creates autonomous learners. Students need to be encouraged to develop support systems both within and outside of the classroom so that they feel confident to take risks in their learning. But the B Ed scenario is altogether different. The researcher was curious to know if self-esteem is a correlate of academic achievement of B Ed students also.

2. Need and Significance of the Study

We all know that self-esteem plays a very crucial role in developing a confidence in the individual and making them succeed in their future life. As B. F. Skinner rightly says, *"Nothing succeeds like success"*. Let the students taste success and they will never look back. In this era of equity and inclusion, the teachers are supposed to be open to the learning needs, learning styles and the multiple intelligences of the children and are to tap the talents of children and nurture them.

In order to boost the self-esteem of students, prospective teachers should be exposed to model behaviour in teacher education institutions. Unfortunately, not much is done in this direction as the feedback regarding practice teaching lessons are not constructive and more often than not, students complain about the rude comments made by teachers about their lessons which are considered unfair. The researcher was curious to know whether self-esteem as a variable was a correlate of academic achievement among B Ed students.

The study will highlight the correlation between B Ed students' Academic Achievement and their Self Esteem. The study would enable teachers and counsellors to get a realistic picture of self-esteem of student-teachers. Teacher educators will be sensitized to work on boosting the self-image and self-esteem of students so as to enhance their confidence and levels of aspirations and through that, their motivation to become competent and professional teachers. The study would be of special significance to the school management and teacher educators whose attention would be drawn towards enhancing the self-esteem of the students.

3. OPERATIONAL DEFINITIONS OF KEY TERMS

Academic Achievement: It is defined as the final total score of students-teachers in B.Ed. course (both the semesters put together). It encompasses marks secured by the B.Ed students in theory (10 papers) as well as practicum(internal assessment marks of all the practicum activities such as micro teaching, practice teaching, internship, book review, computer assisted presentations and research based project as well as marks on content test, assignments and tests.)

Self Esteem: Self-esteem is the B Ed student's judgment of his or her self-worth. Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioural aspects as well as evaluative or affective ones (Tomaka & Blascovich, 1991). In the study, self-esteem is represented by the total score obtained by the B.Ed student on the Self Esteem Inventory by *Rosenberg (1965)*.

Student-teachers: Those individuals with a Bachelor's / Master's degree in the field of Arts, Commerce or Science and get instructed in B Ed program of University of Mumbai in the art and science of teaching and learning for one academic year leading to a Bachelor's degree in Education (B.Ed.) which qualifies them to become secondary and higher secondary school teachers.

4. Objectives of the Study

1. To ascertain the relationship of Academic Achievement of B.Ed. students with their Self Esteem;
2. To compare the Self Esteem of B.Ed. students on the basis of their gender, type of institution and subject of specialization

5. Research Questions

In pursuit of the descriptive analysis of the criterion variables, the following research questions were raised:

RQ₁. What is the level of Academic Achievement of B Ed students on the basis of their gender, type of institution and subject of specialization?

RQ₂. What is the level of self-esteem of B Ed students on the basis of their gender, type of institution and subject of specialization?

6. Hypotheses

H₀1. There is no significant relationship of Academic Achievement of B.Ed. students with their Self-esteem.

H₀2. There is no significant difference in the Self Esteem of B.Ed. students studying in aided and unaided institutions.

H₀3. There is no significant difference in the Self Esteem of B.Ed. students of Arts, Science and Commerce subjects of specialization.

H₀4. There is no significant difference in the Self Esteem of male and female B.Ed. students.

H₀5. There is no significant main effect and the interaction effect of Self Esteem and gender on Academic Achievement of B Ed students.

H₀6. There is no significant main effect and the interaction effect of Self Esteem and subjects of specialization (Arts, Science and Commerce) on Academic Achievement of B Ed students.

7. Scope of the study

- 1 The study was conducted within the geographical region of Greater Mumbai.
- 2 The study involved only those B. Ed colleges in Greater Mumbai that are affiliated to the Mumbai University in the region of Greater Mumbai.
- 3 The study focused on student-teachers' Academic Achievement in relation to their Self Esteem.
- 4 The study employed the quantitative paradigm of research design.

8. Delimitations of the Study

1. The study was delimited to
 - only English medium B Ed students;
 - teacher education institutions located in Greater Mumbai;
2. The tools for data collection are delimited to inventories which expect written responses from the students.

9. Research Design

The present study is a descriptive survey involving correlational and causal comparative methods. The correlational part of the study sought to determine whether, and to what degree, a statistical relationship exists between academic achievement and Self Esteem of B Ed students. The causal comparative part attempted to compare the Self Esteem of B Ed students on the basis of their gender, type of institution and subject of specialization.

10. Population of the Study

In the present study, the population comprised of student-teachers enrolled in various aided and unaided B.Ed. colleges situated in Greater Mumbai and affiliated to the University of Mumbai.

11. Sample of the Study

The sample selected for the present study consists of 1037 student-teachers, both male and female from B.Ed. colleges situated in Greater Mumbai.

In the present study, the researcher made use of *stratified random sampling technique* to select the sample for the study. For the purpose of the present study, a two-stage sampling technique was used as follows:

At the first stage of sampling, the B Ed colleges were stratified on the basis of their location in Mumbai Metropolis as follows:

- ❖ South Mumbai (from Colaba to Dadar) and South East Mumbai (from Chembur, Govandi, Mankhurd and Trombay)
- ❖ North Mumbai (from Dadar to Dahisar)
- ❖ Central Mumbai (from Chatrapathi Shivaji Terminus (CST) to Ulhasnagar)

At the second stage of sampling, the aided and unaided colleges were selected from these locations using stratified random sampling technique. In all, fourteen B Ed colleges were selected of which 7 were aided and seven unaided. All the B Ed students studying in these colleges were selected to be the participants of the study.

12. Tools for Data Collection

12.1 Personal Data Sheet

The researcher prepared the Personal Data Sheet which gave information on the Personal details of the students such as their name, name of the college, gender, type of the college (Aided / Unaided), Subject of specialisation (Art/ Commerce/ Science), qualification, and percentage of graduation, Total marks in Semester I, category (Open/Reserved) and place of residence (Urban/Rural).

12.2 Self Esteem Scale

Self Esteem Scale is a standardized tool prepared by **Rosenberg (1965)**. The internal consistency reliability of the tool is 0.77. **Rosenberg** Self Esteem Scale is a Likert scale with ten items to be ticked on a four point rating scale - from Strongly Agree to Strongly Disagree.

Scoring of the Scale: Items 1, 3, 4,7,10, are scored as SA=3, A=2, D=1, SD=0. Items 2, 5, 6, 8, 9 are reverse scored. In the present study, the scores ranging from Mean+_1 SD were considered to be having moderate self-esteem; scores below Mean -1SD were considered to be having low self esteem and those above Mean + 1SD were considered to be having high self-esteem.

The academic achievement scores of participants :The final total score of students-teachers in B.Ed. course (both the semesters put together) in theory (10 papers) as well as practicum (internal assessment marks of all the practicum activities such as micro teaching, practice teaching, internship, book review, computer assisted presentations and research based project as well as marks on content test, assignments and tests) was collected from the respective B Ed colleges.

13. The answering of the research questions

Answering RQ 1: *What is the level of Academic Achievement of B Ed students on the basis of their gender, type of institution and subject of specialization?*

Table 1 Descriptive Analysis of Academic Achievement Scores on the basis of Gender, Type of Institutions and Subjects of Specialization

	N	Mean	Median	Mode	SD	Percent Mean
Male	108	542.16	550.00	565.00	89.42	54.22
Female	929	554.15	558.00	550.00	83.81	55.42
Aided	506	548.09	544.50	447.00	87.07	54.81
Unaided	531	557.49	562.00	550.00	81.69	55.75
Arts	434	547.39	549.5	550.00	82.16	54.95
Commerce	270	551.04	559.50	600.00	85.11	55.10
Science	333	561.61	570.00	680.00	86.38	56.16

From the table 1, it could be observed that:

- Academic Achievement scores of female student-teachers (55.42%) is more than that of male (54.22%) student-teachers;
- Academic Achievement scores of student-teachers studying in unaided institutions (55.75%) is more than that of the aided institutions (54.81%).
- Academic Achievement scores of student-teachers with Science as the subject of specialization (56.16%) is more than that of those with Arts (54.95%) and Commerce (55.10%) as subjects of specialization.

Answering RQ 2: *What is the level of Self Esteem of B Ed students on the basis of their gender, type of institution and subject of specialization?*

Table 2 Descriptive Analysis of HSES, MSES and LSES on the basis of Gender, Type of institutions and Subjects of specialization

		N	Mean	Median	Mode	SD	Percent Mean
HSES (High Self-esteem Scores)	Male	13	17.62	18.00	18.00	0.51	58.73
	Female	139	17.58	17.00	17.00	0.79	58.6
	Aided	72	17.61	17.00	17.00	0.70	58.7
	Unaided	80	17.55	17.00	17.00	0.83	58.5
	Arts	56	17.54	17.00	17.00	0.63	58.47
	Commerce	35	17.63	17.00	17.00	0.91	58.77
	Science	61	17.59	17.00	17.00	0.80	58.63
	Male	85	14.19	14.00	15.00	1.37	47.3
	Female	721	14.27	14.00	15.00	1.28	47.57
MSES (Moderate Self-esteem Scores)	Aided	393	14.26	14.00	15.00	1.32	47.53
	Unaided	413	14.25	14.00	15.00	1.26	47.5
	Arts	339	14.26	14.00	15.00	1.33	47.53
	Commerce	217	14.32	14.00	14.00	1.25	47.73
	Science	250	14.20	14.00	15.00	1.26	47.33
	Male	10	10.10	10.00	10.00	0.74	33.67
Female	69	10.54	11.00	11.00	0.81	35.13	
LSES (Low Self-esteem Scores)	Aided	41	10.51	11.00	11.00	0.68	35.03
	Unaided	38	10.45	11.00	11.00	0.95	34.83
	Arts	39	10.33	11.00	11.00	0.84	34.43
	Commerce	18	10.39	11.00	11.00	1.04	34.63
	Science	22	10.82	11.00	11.00	0.39	36.06

From the table 2, it could be observed that:

- There is almost no difference in percent mean scores of student-teachers with High Self-esteem Scores and Moderate Self-esteem Scores on the basis Gender, Type of Institutions and Subjects of specialization.
- However we find the slight difference among the student-teachers with Low Self-esteem Scores
 - on the basis of Gender: females have high self-esteem than that of males;
 - on the basis of type of institutions: Student-teachers studying in aided institutions have high self-esteem than those studying in unaided;
 - on the basis of subjects of specialization: Student-teachers with Science as the subject of specialization have higher self-esteem as compared to student-teachers with Arts and Commerce as the subject of specialization.

14. Verification of the Hypotheses

Verification of the Hypothesis H₀1

The hypothesis reads: There is no significant relationship of Academic Achievement of B.Ed. students with their Self-esteem;

The technique used to test this hypothesis is Pearson’s co-efficient of co-relation (r). The table 3 shows the relevant statistics.

Table 3 Significance of the Correlation of Academic Achievement Scores and Self

Esteem Scores of the Participants						
Sr. No	Variables	N	df*	r	LOS**	Variance 100r ²
i	AAS and SES	1037	1035	0.085	S	0.72%

df: degrees of freedom; LOS**-Level of Significance; S=Significant;*

Academic Achievement and Self-esteem

From the Table, it could be observed that the obtained value of *r* is more than the table value at 0.05 level (0.062). Therefore, the null hypothesis is rejected.

Interpretation: There is a positive, negligible and significant relationship between Academic Achievement and **Self-esteem** among the participants.0.72 % of the variance in Academic Achievement of student-teachers is associated with Self-esteem.

Finding: There is significant relationship of Academic Achievement of B.Ed. students with their Self-esteem.

Discussion: It goes without saying that the preliminary sessions on Micro Teaching, Bridge Lessons and Lesson Planning Workshops expect the students to exhibit their content knowledge, oratory skills etc. The students are also supposed to participate in co-curricular activities as they are the integral part of the B Ed program. All these boost the confidence of the students in their abilities, feelings and same get transferred to excel in all other activities. That's why those students with high self-esteem tend to do well in Academic performance.

Verification of the Hypothesis H₀2

The hypothesis reads: There is no significant difference in the Self Esteem of B.Ed. students studying in aided and unaided institutions.

The technique used to test this hypothesis is 't' test. The table 4 shows the relevant statistics.

Table 4 Significance of the Difference between the Means of Self Esteem Scores of the Participants on the basis of their Institution type

Variable	Group	N	df*	Mea n	SD	t ratio	Table Value		LOS **
							0.0 5	0.0 1	
Self Esteem	Aided	506	103	14.44	2.04	0.32	1.9	2.5	NS
	Unaid ed	531	5	14.48	2.00		6	8	

df: degrees of freedom; LOS**-Level of Significance; NS: Not Significant.*

Interpretation: From the table, it could be observed that the calculated t=0.32 among participants studying in Aided and Unaided institutions which is less than the table value at 0.05 level (1.96). Therefore, the null hypothesis is accepted.

Finding- There is no significant difference in the Self Esteem of B.Ed. students studying in aided and unaided institutions.

Discussion: In Mumbai, there are two types of institutions one is aided and another is unaided. Aided colleges get salary from government and unaided institutions are self-financed. Nevertheless the students are distributed evenly irrespective of their merit in all the institutions as proximity of residence seems to be the deciding factor for admission to a B Ed college. (Except in exceptional cases) Theory examination is conducted by the University and common to all. Therefore the Academic Achievement is almost the same irrespective of the institutions in which they take the admission.

Verification of the Hypothesis 3

The hypothesis reads: There is no significant difference in the Self Esteem of B.Ed. students of Arts, Science and Commerce subjects of specialization.

The technique used to test this hypothesis was ‘one-way ANOVA’. The table 5 shows the relevant statistics.

Table 5 Analysis of Variance of Self Esteem Scores of the Participants on the basis of their Subjects of Specialization

Sources of variance	Df*	SS	MSS	F	Table Value		LOS**
					0.05	0.01	
Among means	2	13.6004	6.80019				
Within groups	1034	4217.74	4.07905	1.66	2.99	4.60	NS
Total	1036	7387843.55					

df: degrees of freedom; LOS**-Level of Significance; NS: Not Significant.*

Interpretation

From the table, it could be observed that the calculated F=1.66 among participants with subjects of specializations as Arts, Science and Commerce is less than the table value at 0.05 level (2.99). Therefore, the null hypothesis is accepted.

Finding: There is no significant difference in the Self Esteem of B.Ed. students of Arts, Science and Commerce subjects of specialization.

Discussion: The students get distributed by equal abilities. They undergo same practicum. Hence those students who are having good communication skills, good vocabulary and good oratory skills have high self-esteem as compared to vernacular medium students irrespective of their subjects of specialisation. This appears to be the reason for no significant difference in the Self Esteem of B.Ed. students of Arts, Science and Commerce subjects of specialization.

Verification of the Hypothesis 4

The hypothesis reads: There is no significant difference in the Self Esteem of male and female B.Ed. students.

The technique used to test this hypothesis is ‘t’ test. The table 6 shows the relevant statistics.

Table 6 Significance of the Difference between the Means of Self Esteem Scores of the Participants on the basis of their Gender

Variable	Group	N	df*	Mean	SD	t ratio	Table Value		LOS**
							0.05	0.01	
Self Esteem	Female	929	103	14.48	2.01	1.28	1.96	2.58	NS
	Male	108		14.22	2.13				

df: degrees of freedom; LOS**-Level of Significance; NS: Not Significant.*

Interpretation: From the table, it could be observed that the calculated $t=1.28$ among participants on the basis of gender which is less than the table value at 0.05 level (1.96). Therefore, the null hypothesis is accepted.

Finding: There is no significant difference in the Self Esteem of male and female B.Ed. students.

Discussion: Teaching is the last option for the B.Ed. students after trying their hands at all different courses when they don't get the seats generally the students come to this profession and the self-esteem level of almost all teachers more or less the same. Under those circumstances chances whether it is male or female, they end up doing the same subjects and giving the same examination. No wonder there is no significant difference in the Self Esteem of male or female B.Ed. student.

Verification of the Hypothesis 5

The hypothesis reads: There is no significant main effect and the interaction effect of Self Esteem and gender on Academic Achievement of B Ed students.

The statistical technique used to test this hypothesis is Two Way ANOVA. The table 5.42 shows the relevant statistics.

Table 7 Main Effect and Interaction Effects of the Self Esteem and gender on Academic Achievement of participants

Sources		Sum of Squares	df	Mean Square	F-ratio	LOS*
SS between Scores	Self Esteem	36820.05	2	18410	2.6	NS
SS between Scores	Gender	13924.24	1	13924	1.96	NS
Interaction		2535.63	2	1268	0.18	NS
Residual Error		7334563.63	1031	7114		
Corrected Total		7387843.55	1036			

**LOS=Level of Significance; NS: Not Significant*

Interpretation:

1. The calculated $F= 2.6$ (SS between Self Esteem **Scores**) is not significant at 0.05 level and therefore, the null hypothesis is accepted. Hence, it can be concluded that there is no significant main effect of Self Esteem on the Academic Achievement B Ed students at 0.05 level.
2. The calculated $F = 1.96$ (**SS between** Gender scores) is not significant at 0.05 level and therefore the null hypothesis is accepted. Hence, it can be concluded that there is no significant main effect of Gender **on** the Academic Achievement B Ed students.
3. The calculated $F = 0.18$ (Interaction) is not significant at 0.05 level and therefore, the null hypothesis accepted. There is no significant interaction effect of Self Esteem and Gender on Academic Achievement of B Ed students.

Finding: There is no significant main effect and the interaction effect of Self Esteem and gender on Academic Achievement of B Ed students.

Discussion: Irrespective of gender these students with High Self Esteem tend to perform well in theoretical paper also and since Academic Achievement is indicated by the performance of B.Ed. students mostly in theoretical paper in writing though a part of practicum expects them to deliver some lessons and those students who are good at language skills and communication skills and having High Self Esteem irrespective of whether they are male or female. It seems only logical that those students with High Self Esteem irrespective of gender will do well academically also.

Verification of the Hypothesis 6

The hypothesis reads: There is no significant main effect and the interaction effect of Self Esteem and subjects of specialization (Arts, Science and Commerce) on Academic Achievement of B Ed students.

The statistical technique used to test this hypothesis is Two Way ANOVA. The table 5.43 shows the relevant statistics.

Table 8 Main Effect and Interaction Effects of the Self Esteem and subjects of specialization (Arts, Science and Commerce) on Academic Achievement of participants

Sources		Sum of Squares	df	Mean Square	F-ratio	LOS*
SS between Self Esteem Scores		36820.05	2	18410	2.6	NS
SS between subjects of specialization (Arts,		39359.26	2	19680	2.78	NS

Science and Commerce) Scores					
Interaction	38629.37	4	9657	1.37	NS
Residual Error	7273034.87	1028	7075		
Corrected Total	7387843.55	1036			

**LOS=Level of Significance; NS: Not Significant*

Interpretation

1. The calculated $F = 2.6$ (SS between Self Esteem **Scores**) is not significant at 0.05 level and therefore, the null hypothesis is accepted. Hence, it can be concluded that there is no significant main effect of Self Esteem on the Academic Achievement B Ed students at 0.05 level.
2. The calculated $F = 2.78$ (**SS between** subjects of specialization scores) is not significant at 0.05 level and therefore the null hypothesis is accepted. Hence, it can be concluded that there is no significant main effect of subjects of specialization **on** the Academic Achievement B Ed students.
3. The calculated $F = 1.37$ (Interaction) is not significant at 0.05 level and therefore, the null hypothesis accepted. There is no significant interaction effect of Self Esteem and subjects of specialization on Academic Achievement of B Ed students.

Finding: There is no significant main effect and the interaction effect of Self Esteem and subjects of specialization (Arts, Science and Commerce) on Academic Achievement of B Ed students.

Discussion: Self-esteem is the high self-concept and higher the Self Esteem higher is the Academic Achievement and vice versa and this is irrespective of the subjects in whichever subject the students score high and are able to deliver their lesson and able to write well they end up getting high Self Esteem and these students will performs well in B.Ed. and Academic Achievement B.Ed. is in generic subjects like Philosophy of Education, Psychology of Education, Educational Evaluation and ICT in Education etc. and it does not bring into the picture the arts, commerce and Science except for teaching certain lessons in Micro Teaching, Simulated Teaching and practice teaching and most of the theory which involves essays, assignments, preliminary examination and writing research projects all that involves good communication skills and Linguistic skills and those students with good Linguistic and Communication skills have high self-esteem and therefore self-esteem and subjects of specialisation do not seem to be having interaction effect on Academic Achievement of the students.

15. Suggestions for enhancing Self Esteem of Student -Teachers

- Provide information about the brain and how students learn.
- Build skills — academic and social.
- Reward effort, performance, and good choices.
- Establish positive, trusting relationships with students.
- Value each student's uniqueness.
- Reward yourself.
- Stop comparing yourself to others.
- Laugh more.
- Take care of yourself.
- Do something for someone else.
- Keep a diary of all the good things you notice about yourself.

At the classroom level

- Instructional groups formed in the classroom fit students' academic and affective needs.
- Students routinely receive feedback and reinforcement regarding their learning progress.
- There are high expectations for student learning.
- Personal interactions between teachers and students are positive.
- Students at risk of school failure are given the extra time and help they need to succeed.

At the school level

- There are pleasant conditions for teaching and learning.
- Incentives and rewards are used to build strong student and staff motivation.
- Students at risk of school failure are provided programs to help them succeed.
- Parents and community members are invited to become involved.
- Create situations where students cannot fail. While these situations may not mimic real life, everyone likes to be a winner and students are no different.
- Set realistic expectations. Not every child can be an Einstein. But children can learn to work to their maximum potential. Work to build student self-esteem on a daily basis.

- Keep things interesting. Little changes in daily routines can make classroom activities more fun. It keeps the children on their toes trying to guess what you have up your sleeve for the day.
- Make positive statements instead of negative ones. Find ways to give criticism in a positive manner.
- Build on successes whether they are large or small. One small success by the class can mean as much a big achievement by an individual and vice versa. No matter the size, celebrate success as it happens.
- Maintain a record of successful activities. Post student work on bulletin boards. Maintain portfolios for each child.
- Take self-esteem lessons outside the classroom and into the home. Encourage parents, grandparents, caregivers and guardians to continue the same strategies while the child is with them. Just as you keep portfolios of student work at school, encourage parents to keep portfolios at home as well.

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