



## EFFECT OF ACADEMIC PERFORMANCE ON SELF-ESTEEM AND LEADERSHIP QUALITIES AMONG HIGH AND LOW ACHIEVING SCHOOL STUDENTS

Alka Ojha<sup>1</sup> & Neerja Pandey<sup>2</sup>, Ph.D.

Amity institute of behavioral and allied sciences

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### Abstract

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The present dissertation work titled, “*Effect of Academic Performance on Self-Esteem and Leadership Qualities among High And Low Achieving School Students*” is based on self-esteem and leadership qualities of secondary school students. The Rosenberg Self-Esteem Questionnaire (RSQ) and the Leadership Style Questionnaire (LSQ) were used to collect a data from students. The information was gathered from 360 students (180 boys and 180 girls) from two schools. For this study ex-post facto research design has been used. The data analysis is done with the help of t-test. The findings revealed that there is no significant difference in self-esteem and leadership qualities between boys and girls and between high and low academic performers. Boys having a democratic leadership style and girls have a facilitative leadership style, as do compare to boys, and the majority of students have a facilitative leadership style.

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## I.INTRODUCTION

**Academic performance** is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Academic performance is generally measured through examinations or continual assessments but there's no general agreement on how it's perfectly assessed or which aspects are most important — procedural knowledge similar as expertise or declarative knowledge similar as information. Likewise, there are inconclusive results over which individual factors successfully prognosticate academic performance, basics similar as test anxiety, atmosphere, provocation, and feelings demand consideration when developing models of academy achievement. Now, seminaries are entering plutocrat grounded on its pupil academic

achievements. An academy with high academic achievements would admit additional money than an academy with lower achievements.

**Self- esteem** has been conceptualized by social psychologists as the overall vantage point people hold toward themselves. New substantiation has surfaced showing that the average status of self- esteem in American high academy scholars has been gradationally adding over time (Twenge & Campbell,).

Self- esteem is most constantly measured with unequivocal points that directly assess our perceived status of self- esteem. Other more implicit measures assess the strength of the positive or negative association between ourselves and stimulants associated with us including feature terms similar as warm and honest. People may not be apprehensive of these implicit self- sensibilities. Self- esteem is responsive to life incident, and more specific forms of self- esteem depend on how we perform in those disciplines. Indeed implicit self-esteem can change with circumstances. People frequently engage in positive self-talk, especially when preparing for a challenge. Recent exploration has constitute that similar positive self-talk in low self- esteem people can boomerang and make them feel less happy about themselves. When unstable high self-esteem people witness failure, their beginning self-mistrustfulness is reflected in physiological responses reflective of trouble (Seery, Blascovich, Weisbuch, & Vick,). Therefore, while there are clear benefits in terms of self-confidence, continuity at tasks following failure, and amenability to take on new challenges for individualities that have a favourable view of themselves (Baumeister, Campbell, Krueger, & Vohs, 2003), there also appears to be an implicit strike.

**Leadership** has a range of descriptions, but at its simplest it's concerned with the capability to impact others to achieve pretensions. The process and attributes needed to effectively impact others are central to an understanding of leadership and its currency in the environment of developing public health nutrition as a discipline and its place in our day-to-day practice. There's an established literature that describes the individual attributes of leaders including having a big picture vision that's effectively participated and decision making that's clear and decisive predicated on assessment of available information. Leaders have a commitment to capacity structure and empowering others, are regardful and advisory but willing to make tough opinions when needed. At the core of leadership is the trait of credibility, generally earned by demonstrated ethical and transparent approaches to rehearse. Leaders take calculated pitfalls when needed, speak out against the status quo and step forward to take responsibility and show action when demanded. This type of geste in practice

requires good strategic thinking, interpersonal communication expertise and emotional intelligence. In reality we all show and need leadership expertise to be effective in our diurnal practice, whether that be in academia, communities or organisations. We all work to impress others to achieve our aims, irrespective of the status at which we operate in society. Leadership isn't confined to the top of the decision-making tree, but rather is frequently needed at lower-down situations to 'shake the branches'.

Leadership was defined as having a vision; being suitable to articulate this vision in practice; strengthening links between the early times center and the community; developing a community of learners; giving children leadership and community advocacy (Hatherley and Lee, 2003).

Leadership happens to be one of the well batted and comprehensively explored terms in psychology, especially by social, industrial and organizational psychologists. The term 'director' is also used as an optional term for 'leader', especially in organizational studies (Zoleneik,).

Leadership is exercised in different ways by different people in different situations. The following are exemplifications of different leadership styles.

- Authoritative
- Democratic
- Facilitative
- Situational

### **Authoritative**

This style is predicated on the idea that leaders should assume individual responsibility for opinions. The authoritative style is charismatic to people who are restless, action- acquainted, 10 and have a strong particular vision of what's demanded.

### **Democratic**

The leader is determined to include all group members in opinions about how the group should operate. The democratic style is predicated on a belief that groups cannot be effective unless all members have an occasion to share completely.

### **Facilitative**

The facilitative style is concerned with immolation suggestions which group members may or may not take up. Structure, content and operation of the group are left to group member to 11 determine. While facilitative leaders may have their own clear opinions about

the best methodologies of action, they aren't willing to impact the group overly with their particular ideas.

### **Situational**

Situational leadership is an approach in which the leader attempts to acclimatize how they bear according to the requirements of each situation.

## **II. REVIEW OF LITERATURE**

- **Harter 1983** reported that positive self-esteem creation is based on 4 factors: 1) the parent-child relationship; 2) the means used to cope with the child's undesirable emotions; 3) self-acceptance; and 4) social behavior.
- **Coopersmith 1967** noted that the parent's child-rearing behavior has an influence on their children's self-esteem. In his study, parents of children with low self-esteem were characterized by such factors as low self-esteem and emotional instability; moreover, they created an environment that was impoverished physically, emotionally, and intellectually, showed little concern for the child, and reacted to the child in the extreme. The home is the first place in which children build relationships with other people. The ability to have a positive view of oneself is impacted by the way in which children are treated by their parents.
- **James 1980**, stated that self-esteem is "the satisfaction or dissatisfaction with oneself." In reality, humans select a certain pretension and think of failure in that pretension as a true defeat and of success as a true victory. Feelings such as shame or joy occur as a result, respectively. As such, James saw self-esteem as a ratio found by dividing one's successes in areas of life of importance to a given individual by the failures in them or one's "success/pretensions"
- **Kokens 1974** conducted an examination of children from grade four to eight, and found that self-esteem is lowest in grade six. The study revealed that the elements causing self-denial are more pronounced and elements causing self-acceptance are reduced for sixth graders. As children develop, differences are also likely to arise in the factors that comprise self-esteem and the importance assigned to each of these factors.
- **Shibata 2003 and Matsuzaki 2007** conducted a Kid- KINDL survey of Japanese elementary and junior high school students and found that self-esteem declines as children grow older. Many other similar reports indicate that early adolescents exhibit decreased self-esteem, and thus evaluation during these ages should be conducted cautiously.
- **Bloom 1992; Rood 1994; Kagan & Bowman 1997; Culkin 2000** In early childhood programs, strong leadership is particularly critical because directors are the gatekeepers of

quality. They are responsible for creating the climate that promotes optimal growth and development of children as well as for implementing the systems that ensure quality is maintained.

- **Rodd 1999** describes the main elements of leadership in early childhood. It is notable that as well as factors such as influencing the behaviour of staff, administering programmes effectively, supervising staff and planning and implementing change, there is a strong emphasis on working with parents and guiding them, which is an emphasis that is particularly important in early childhood leadership.

### **III.METHODS**

#### **Objectives**

- To study the difference between self-esteem in high and low achievers.
- To study the difference between the leadership qualities in high and low achievers.

#### **Hypotheses**

- There will be significant difference between self-esteem of high and low achievers
- There will be significant difference between leadership qualities of high and low achievers

#### **Types of research**

Quantitative research

#### **Research Design**

Ex-Post Facto Research Design

#### **Sample**

- Sample Size: 360 (Males 180 and Females 180)
- Sample Population: Secondary School students of English medium school affiliated with CBSE in Lucknow U.P.
- Board Sampling Technique: Purposive Inclusive criteria: Senior Secondary school, English Medium, CBSE.

#### **Tools**

The study employs of two tools

##### **1. Rosenberg self-esteem scale (1965).**

A 10- item scale that measures universal self- worth by measuring both positive and negative feelings about the self. The scale is accepted to be uni-dimensional. All particulars are answered using a 4- point Likert scale format ranging from strongly agree to strongly disagree.

## 2. Leadership styles questionnaires.

There are different leadership styles, each of which can be applicable and effective in different situations. Most of us, if we find ourselves in a leadership role, possess a preference for a personal style. This questionnaire is aimed to help you think about your preferences.

### Procedure

- Researcher visited the school and took permission from principals of both the schools to administer the questionnaire of self-esteem and leadership qualities.
- Researcher went to the classes of 6 ,7 and 8 of sections A, B and C in both the schools, sought cooperation from class teachers to kindly provide the list of top 10 scorers (5 boys + 5 girls) and bottom 10 scorers (5 boys + 5 girls) of half-yearly exams in each section.
- The top scorers were between the range of 70% and above.
- The low scorers were between the range of 33% to 50%.
- The researcher then administered the questionnaires on these students in the school library in person.
- This was done grade-wise in presence of the librarian.
- She gave them the appropriate instructions (as provided in the questionnaires) and made them understand the procedure step by step.
- The researcher went to the school for three consecutive working days and collected the data from classes of 6, 7 and 8 of each section.
- She followed the same procedure in the other school as well and collected the data.
- After collecting the data from both the schools researcher did the scoring and interpretation.

## IV.RESULTS

**Table1 Showing the Mean, SD, of high and low academic performers**

Sample	Mean	Obtained t-value	Standard deviation	Level of significance	
				0.01	0.05
High academic performers	22.95	0.3418	3.731	2.59	1.97
Low academic performers	22.61		2.982		

**Table 2 - Combine data of leadership style**

Leadership Styles	Total no. of students	Percentage
Democratic	110	30.56 %
Authoritative	81	22.5 %
Facilitative	124	34.45 %
Situational	45	12.5 %

**Table 3 – Data of leadership style between high and low achievers**

Leadership Styles	High Achievers		Low Achievers	
	No. of students	Percentage	No. of students	Percentage
Democratic	54	15%	56	15.5 %
Authoritative	40	11.12%	41	11.38%
Facilitative	66	18.32%	58	16.12%
Situational	20	5.56%	25	6.94%

**Table 3.1 table showing  $\chi^2$  value and df of high and low achievers**

Obtained value	$\chi^2$	Degree of freedom	No. of students		Table value	
			H.A.	L.A.	0.01	0.05
1.118	3	3	180	180	11.346	7.851

## V.RESULT DISCUSSION

The main purpose of the study is to investigate the effect of academic performance on self-esteem and leadership qualities among school students. The sample selected for the study was 360 out of which 180 (90 high achievers + 90 low achievers) were adolescent girls and 180 (90 high achievers + 90 low achievers) were adolescent boys.

The research question in this study was to find if there is any significance difference between the high and low achievers students at the level of academic performance and also to investigate the effect of self-esteem and leadership qualities.

In **table 1** shows the mean, standard deviation and t-value of the high and low achievers the result shows that high achievers have the mean value of 22.95 and the low achievers have the mean value of 22.61 and the t value is 0.3418 obtained. value of t is less than table value at 0.01 significance level which is 2.59 and at 0.05 significance level which is 1.97 so in this case hypothesis has been rejected. Hence no significance difference is there at 0.05 and 0.01

level, therefore the first hypothesis is rejected and that was there will be significant difference between self-esteem of high achievers and low achievers.

On the bases of this result hypothesis has been rejected, which shows that self-esteem is not depend on academic performance of students. According to previous studies and researches which are present shows that the high scorer students have high self-esteem and low scorer students will have low self-esteem (Harter 1998).

At previous time students take there scores very seriously and they do all the efforts to score high but now a days students are not taking there scores seriously and there are many programmes also which promote that scores are not important skills are important to reduce the exam pressure and stress of students that' why we can say that now scores can't define the self-esteem of students whether it is high or low.

In high academic performers, lack of confidence, ongoing stressful life events, relationship problems may cause low self-esteem.

Students having high self-esteem may involved in many other activities like sports, crafts, drama etc... because of this may be they don't focus on there studies and get low scores in examinations.

**Table 2** shows combine data of leadership style which shows that 34.45 % students are of Facilitative leadership style, 30.56 % students are of Democratic leadership style, 22.5 % student are of Authoritative leadership style and 12.5 % are of situational leadership styles.

**Table 3.1** shows obtained  $\chi^2$  -value of high and low achievers which is 1.118 value of  $\chi^2$  is less than table value at 0.01 significance level which is 11.346 and at 0.05 significance level which is 7.851 so in this case hypothesis has been rejected. Hence no significance difference is there, therefore the hypothesis is rejected and that was there is significance difference between leadership style of high and low achievers.

On the bases of this result hypothesis has been rejected which shows that leadership style is also not depend upon academic performance

High scorer students have better leadership qualities but now a days students are focusing on there skills and government also promoting skill development, that's why we can say that leadership style is not depend on academic performance a low scorer students can also be a good leader.



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