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INFLUENCE OF SELF - ESTEEM ON ACADEMIC ACHIEVEMENT OF PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN POTISKUM EDUCATION ZONE, YOBE STATE, NIGERIA

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Abstract

This research investigated the influence of self - esteem on academic achievement of public senior secondary school students in Potiskum Education Zone Yobe State, Nigeria. For the conduct of the research, three objectives, three research questions and three hypotheses were used. A correlational design was adopted for the purpose of this research work. The total population of the study was (7117) from six public senior secondary schools. A sample of 364 students was selected which made up of 184 male and 180 female students (SS 1 and SS 2) through purposive random sampling technique. Rosenberg Self-Esteem Scale questionnaire was used to measure self-esteem and end of term academic examination scores of students for data were collected. Pilot testing was carried out on two senior secondary schools which were not part of the present research. The instrument was found to have r=0.58 as its reliability coefficient. Rosenberg Self-esteem scale questionnaire was distributed to the student participants and data collected was analysed using Pearson Product Moment Correlation (PPMC) Statistic. Independent sample t-test was used to find out academic differences between high and low self-esteem students. Also, the differences in self - esteem between male and female students and their academic achievement. The findings showed that there was significant positive relationship between self - esteem and academic achievement among

Keywords: Academic Achievement, Public Senior Secondary School Students, Potiskum Education Zone, Yobe State, Nigeria.

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respondents P=.006. This finding also indicated no significant difference between the academic achievement of students with high self- esteem and those with low self- esteem (P = .305;. Likewise, there is no significant difference between genders (P = .000). Based on these findings, it was recommended that teachers and parents should help and developed students' self- esteem by assisting them feel and think positively. This would encourage them to improve their academic achievement. Society should give boys as well as girls equal opportunities to continue attending schools as well as work and improve themselves. Also, society should avoid giving preference of one sex over the other as it could influence the self-worth of the neglected sex and lead to unwillingness to learn which could leads to poor academic achievement.

Introduction

Academic achievement is the outcome of the students' results. It is the extent to which a student has achieved his or her learning objectives. The research on academic achievement has formed significant contribution to educational system in many Countries and Nigeria in particular. Academic achievement was once thought to be the most important outcome of formal educational experiences and while there was little doubt as to the vital role such achievement plays in student life in the schools and later (Kell, Lubinski, & Benbow, 2013).

Also, the researches on academic achievement were initiated to discover avenues by which academic achievement could be managed and improved. Martinez (2007, as cited in Lamas, 2015) defines academic achievement as the outcome of a student's effort at educational establishment, which was usually expressed through educational grades. Martinez, further explained that it was the general ability of students regarding their achievement in school subjects compared to a specified standard 'Pass Marks'. Adeyinka, Adedeji and Olufemi (2011) viewed academic achievement as the attainment of success of a student in his school work among his classmates.

Over the years, poor academic achievements among secondary school students have been on the increase. For instance, Obi (2016) observed poor academic achievement among secondary school students which was attached to self - esteem variables that influenced students' school academic achievement. Rogers (2016) brought in the self enhancement view of academics seeing student's self- esteem as a psychological variable that primary influence the academic achievement. Each person constructs his or her view of reality. Student's perception of the fit between their self-esteem and academic demands are important for learning outcomes.

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Self-esteem was defined as the evaluative segment of self-concept (Sari, Bilek and Qelik 2018). According to Aryana, (2010) self - esteem is one of the important factor that influenced students' academic achievement which gained increased attention. Balakrishnan and Fernandez (2018) defined self-esteem as a comprehensive assessment of a person's value. High self-esteem is often associated with people who are more confident, happy, and self-respecting while people with low self-esteem will be anxious, lacking self-confidence and self-criticism. Self-esteem is also seen as an important foreteller of personal and social well-being. According to Palermiti, Servidio, Bartolo, and Costabile (2017), self- esteem is the way one perceives about the self and the world through personal beliefs. Positive experiences such as success and good opinions increase the tendency for higher self-esteem.

In the context of this research, self-esteem is defined as the belief, perception and opinion individuals have about themselves which influences their behaviours and consequently affect their academic achievements. Consequently, they feel unable to handle the challenges of life which lead them to poor academic achievement (McLeod, 2012).

Researches seeking to determine the influenced of self-esteem on academic achievement were conducted to find solutions related to problems of poor academic achievement in various school. Hence, the present research was intended to carry out on the influence of self- esteem on academic achievement of Public Senior Secondary School students in Potiskum Education Zone Yobe state.

Statement of the Problem

This current research would discover the variables associated with academic achievement as well as looked at the ways self-esteem may be used to improve student academic achievement. This is because; low academic achievement has become a problem in Nigerian schools. Educators in Nigeria are calling for a change in the education system in the Country. For instance, the Joint Admissions and Matriculation Board (JAMB) released the result of the Unified Tertiary Matriculation Examination (UTME) 2018 according to the Joint Admissions and Matriculation Board a total of 1,652,825 candidates sat for the examination (Oloyede, 2018). Oloyede, further discloses that at least 1,178,665 candidates scored 100 and above in the 2018 unified tertiary matriculation examination (UTME). Oloyede, also revealed that among candidates wrote the examination, only 800,000 had the five credits ordinary level (o' level) minimum requirements. So many are giving reasons why there is a rise in academic failure. The poor academic achievements in our various schools as a result of self – esteem influenced seriously affect students' emotional and behavioural overall well-being. Research findings showed that self - esteem was found to have significant relationship with academic achievement of students in senior secondary schools (Ahmat, Muda and Neoh 2018). It was against this background that the

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current research was conducted to investigate the influence of self-esteem on academic achievement as a way to approach their various needs, and helps to find solutions for their problems related to academic achievement of public senior secondary school students in Potiskum Education Zone Yobe State.

Objectives of the Study

The objectives of this research were to:

1. Determine the relationship between self - esteem and academic achievement of public senior secondary school students in Potiskum education zone Yobe State.
2. Find out the differences between academic achievement scores of students with high and low self- esteem of public senior secondary schools in Potiskum education zone Yobe State.
3. Determine gender differences in students' self-esteem of public senior secondary schools in Potiskum education zone Yobe State.

Research Questions:

The following research questions were addressed- as they related to the educational situation in Potiskum Education Zone Yobe State:

1. Does self-esteem have significant relationship with academic achievement of public senior secondary school students in Potiskum Education Zone Yobe State?
2. What is the difference in academic achievement scores between students with high and low self- esteem of public senior secondary schools in Potiskum Education Zone Yobe State?
3. Is there any significant difference in self-esteem between male and female students of public senior secondary school in Potiskum Education Zone Yobe?

Hypotheses

1. There is no significant relationship between self- esteem and academic achievement of public senior secondary school students in Potiskum Education Zone Yobe State
2. There is no significant difference in academic achievement between students with high self- esteem and students with low self- esteem of public senior secondary schools in Potiskum Education Zone Yobe State
3. There is no significant difference in self - esteem between genders of public senior secondary school students in Potiskum Education Zone Yobe State

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Theoretical Framework

Carl Roger's self-theory Abraham Maslow' s theory of needs. This current research was guided by Carl Roger's self-theory and Abraham Maslow's theory of needs. Rogers (1902-1987) pioneered humanistic psychotherapy focuses on a learner-centred (Rogers, 1951) approach. The self- became the core of study of personality as viewed by Rogers and opines that in order to actualize, enhance and maintain the self, students were encouraged by an innate tendency which is the one basic motive of self (Rogers 1959). The entire theory was thus developed on actualizing tendency (Schultz & Schultz, 2013).

Rogers (1978) states that we need to focus on our subjective understanding of our behaviours rather than on our unconscious motives or the way someone else interprets them. Rogers also maintained that we behave as we do because of the way we perceive our situation and not that we are determined to behave the way we do. In addition that no one else could know how we perceive the way we do, we are the best experts in ourselves.

In fact, the "self is a central idea to Rogers, and made reference to self-concept and self-esteem. Rogers, defines self-concept as the organized perceptions and beliefs about one's self that are usually consistent and include how the individual values what he/she was and what he/she could do. This however, makes the self-concept a crucial element that influences both the individual's perception of the world and of one's self. This valuing will be reflected in his/her self-esteem. Self-concept does not necessarily match with reality, the way we see ourselves may differ from how others see us.

In this respect, Rogers (1954) says that we want to feel and behave in a way that is consistent with our self-image and what we would like to be i.e., our ideal-self. The less the discrepancy we have between our self-image and ideal-self the more consistent we feel and the higher our sense of self-worth becomes. As we prefer to see ourselves in a way that is consistent with our self-image, we may use defence mechanisms like denial or repression in order to feel less threatened. A student whose self-concept is inconsistent with his/her real feelings and experiences would become defensive because the truth hurts. In short, according to Rogers a healthy development is understood in terms of How the individuals perceive their own being.

Healthy individuals tend to feel the accordance between their sense of who they are and who they feel they should be, and the relative degree of congruence is an indicator of health. In addition to that self-esteem can be understood in terms of worthiness and competence and both are equally important as components of self-esteem. ' There is an interrelationship between these two components. They comprise a sense of personal efficacy or self-confidence and a sense of personal worth or self-respect. Self-esteem is rooted in these two components and gives the individual the belief that he/she is competent to live and worthy of living. In short, self-esteem is a basic human need and

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dynamic in nature that was related to our ability to live in a way that honours our view of ourselves. The lack of self - esteem has serious negative consequences and may lead to self-destruction behaviour like substance abuse, suicide anxiety and depression as a result of the self- esteem influence which in turn lead loose competence and perform poor academically.

In the same vein; this was further explored in Maslow's Theory - The Hierarchy of Needs; Maslow designed the ladder of needs, which was believed to contribute for improving school academic achievement. This was because, when these seven basic needs were met particularly the esteem need the students could performed good in their various school academic activities.

Figure 1: Abraham Maslow's 7 Hierarchy of Needs



Source: McLeod, S.A. (2018) Maslow's Hierarchy of Needs.

The mention of esteem may bring to mind the fourth level of Maslow's pyramid: esteem needs. While these needs and the concept of self-esteem are certainly related, because Maslow's esteem needs are more focused on external measures of esteem, such as respect, status, recognition, accomplishment, and prestige (McLeod, 2017). There was a component of self-esteem within this level of the hierarchy, but Maslow felt that the esteem of others was more important for development and need fulfilment than self-esteem. Maslow further explained that for one to achieve self-actualization and grow their need for inner-respect and esteem from others must be met. This could encourage them and improved their academic achievement.

These seven (7) levels of needs of peoples as articulated by Maslow strengthen human desire to address students' needs with a view to improving the living conditions in various schools environment. The central focus of Maslow's hierarchy of needs is on exploration of how student's attitude was stimulated and desired to meet certain educational goals

and improved their academic achievement in the schools. Mulwa (2008) states that Abraham Maslow's theory of needs is specifically built on the idea that students' behaviour is really motivated by the simple desire to meet specific needs for esteem. In fact, these needs and the concept of self-esteem are strongly linked; because Maslow's esteem needs are more focused on external measures of esteem, such as respect, status, recognition, accomplishment, and prestige which affects the students' academic achievement to performed either positively or negatively in the schools.

The humanistic theorists hold some educational implication as to how the teacher can help students. The teacher should recognize what the students accomplish and show appreciation to help them accept themselves. Also a teacher should recognize that self-esteem is a vital psychological issue in the students' lives. Students should be given the freedom and the choice to hold responsibilities. This was because, the teacher plays significant role in the students' lives. She/he has a direct impact on making the students feel they are worthy, competent and accepted. In addition, self-esteem enhancement can be done by focusing on the activities that help students feel self-worth by emphasizing that each student was capable of becoming good academically and by establishing a classroom environment in which students are respected listened to by the teacher and peers.

Conceptual Framework

One important factor affecting students' academic achievement that has gained increased attention was self-esteem (Aryana, 2010). Self-esteem is a person's overall evaluation of his or her own worth. It includes beliefs such as 'I am compliment, emotions such as despair pride and triumph. It can be equated to self-worth, self-respect, self-love and self-integrity. Rosenberg (2017) defined self-esteem in stable sense of personal worth or worthiness. Therefore, self-concept is a concept of personality and for it to mature we need to have self-worth. It is the subjective measure of a person's values - the worth that one believes has as an individual (Sharma, 2014). Self-esteem, by definition is a construct that does not necessarily reflect objective characteristics of the person, or how the person is seen by others (Orth, Erol, & Luciano, 2018) It was an evident that, self-esteem emerges when children compare their self-evaluation with actual achievement on variety of tasks; particularly academic achievement (Aryana, 2010). It is based on a sense of value, recipe or a sense of worth and efficiency (Yeshodhara, & Vishalakshim, 2012). Self-esteem is the individual's sense of self-worth and self-respect (Garcia, Olmos, Matheu, & Carreno, 2019; Gnambs, Schroeders, 2017). On the other hand; self-esteem was negatively correlated with negative effects (Segabinazi, Zortea, Zanon, Bandeira, Giacomoni, Hutz, 2012); and was crucial for understanding people's well-being and success.

According to Balakrishnan and Fernandez (2018) self-esteem was a comprehensive assessment of a person's value. High self-esteem was often associated with people who are more confident, happy, and self-respecting while people with low self-esteem will be anxious, lacking self-confidence and self-criticism. Self-esteem is also seen as an important foreteller of personal and social well-being (Palermiti, Servidio, Bartolo, and Costabile 2017) in addition, considered self- esteem as the way one perceives about the self and the world through personal beliefs. Positive experiences such as success and good opinions increase the tendency for higher self-esteem. Sari, Bilek and Celik (2018) explains self-esteem as another predictor that contributes to academic performance and defined as the evaluative segment of self-concept. Development of self-esteem was considered to be shaped by learning experiences, lived throughout life, and a dynamic process, and it encompasses individual perspectives and qualities of the self (Sari, Bilek and Celik 2018).
Similarly, self-esteem was often associated with self-confidence because it predicts certain outcomes, such as academic achievement. Researches among university students reveal a significant relationship between self-esteem and academic achievement (e.g. Akram & Suneel, 2018; Arbabisarjou, Zare, Shahrakipour, & Ghoreishinia 2016; Arshad, Zaidi & Mahmood, 2015). In fact, self-esteem plays an important role in determining academic achievement and for students who obtained high achievement in their studies; the confidence level is higher than those who attained less because the latter are disadvantaged by their lack of self-confidence (Aryana, 2010). In this sense, the negative feeling of student about himself in the school could affect his academic achievement.

The Importance of Self-Esteem in Education

Self-esteem as psychological variable helps students to take risks and engage in the learning activities and those who have high self-esteem assured of their abilities and are setting goals for themselves and work hard to achieve school academic tasks without worrying about the outcomes. Kanza, (2016) defined Self-esteem as the believe, value attached and evaluation about self which could be either positive or negative that a student has as a result can performing in schools academic activities successfully or poorly. Perkins (2018) opines that self-esteem was related to success, achievements in education, conciliation, and a persons' well-being, among other things and self-efficacy, self-esteem, and self-compassion are the three factors which can affect the level of self-confidence of any individual. Benabou & Tirole (2002) further explains that, self-esteem has its effect on motivation and can change humans' behaviour and was considered as a factor for students' problem-solving skill at the schools. In addition to that, Palavan (2017) states that students' lack of self- esteem or lower self-esteem can cause for students' lack of motivation which make student show negative attitude toward learning and performed poor. It further explains that, if students' poor academic achievement

continues, the intended outcomes set out might not possibly be achieved (Tun9el 2015). This indicates the important of self-esteem as a crucial element of the confidence and motivation student needed in order to engage in and achieve educational pursuits.

A large body of current literatures related to students' self-esteem and its importance in education showed that in many researchers, especially Avcu & Isiklar (2010) Verma & Kumari (2016) Fatma (2015) Karimi & Saadatmand (2014) Hebaish (2012) have considered self-esteem as an important factor for enhancing students' learning. It was claimed that the self-competence as a component of the two-dimensional model of self-esteem has not received much attention despite the fact that its relationship with academic achievement of students was very significant (Miller and Moran 2012). Therefore, building students' self- esteem and in addition promoting self- efficacy belief will enhance students' academic achievement in the schools.

Concept of Academic Achievement and its relationship with students' self- esteem

Academic achievement has been and continues to be the centre of educational research in all educational settings (Ahmar & Anwar, 2013). It was further emphasized that, academic achievement serves as a yardstick for progressive scholastic development of a child and human resources development at community, national and international levels. This has depicted the important of academic achievement in the attainment of set objectives in any educational institutions.

Academic achievement refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers (Bell, 2010).It also refers to a student's performance in a given academic area (e.g. reading or language arts, mathematics, science and other areas of human learning. It relates to academic subjects a child studies in school and the skills the child is expected to master in each (Kathryn, 2010). It further refers to excellence in all academic discipline, in a class[1] as well as extra - curricular activities which requires high degree of moderate to high self - esteem for achieving the stated target goals. It includes excellence in sporting behaviour, confidence, communication skills, and others. Academic achievement was once thought to be the most important outcome of formal educational experience and while there is little doubt as to the vital roles such achievement play in students' lives and later (Kell, Lubinsk, and Benbow, 2013). However, researchers and policy makers are ever increasingly turning to social and emotional factors as well as the relationships among them, as indicators of students' well-being and psychological development (Chernyshenko, Knakaras, and Drasgors, 2018). Therefore, Academic achievement can be seen how well a student is accomplishing his tasks and studies in school and is evaluated in a number of ways. For regular grading students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating.

METHODOLOGY

The design for this present research was correlational. According to Nworgu (2015), correlational design seeks to establish what relationship exists between two or more variables. The design was chosen because it was a technique that shows whether and how strongly variables were related and it was in line with this current research that determined the Relationship between Self-esteem and Academic Achievement of Public senior secondary school students in Potiskum Education Zone Yobe State.

The population of this research covered six Public Senior Secondary Schools in Potiskum Education Zone Yobe State with total students of seven thousand one hundred and seventeen (7117) which comprises (4470) male and (2647) | female students with their ages ranging from 15-18 years.

A sample of three hundred and sixty-four (364) student participants was selected from the six public senior secondary schools in Potiskum Education Zone Yobe State. In order to determine the sample size of this study, Krejcie & Morgan, (1970) formula was applied. On the basis of this formula, a population of 7000 required 364 samples. Purposive Random sampling technique was applied for selection of this sample. Sampling technique according to Olayiwola (2010) is a plan specifying how the elements would be drown from the population which must satisfied some pre-determined criteria which are usually a matter of the researcher's judgement in relation to what the researcher thinks constituted the representative sample with respect to the research purpose.

Research Instruments

Rosenberg Self-Esteem Scale (RSES) 1965 was adapted for the study and students' end of term academic achievement examination scores was used to measure students' academic achievement for data collection. RSES contains two sections; Section A of the RSES contains items on demographic information of public senior secondary school students; while Section B contains of 10 items that is related to the feelings of self-acceptance, self-worth and self-competence. Responses were measured on a 4-point likert scale and scoring of questionnaire item was modified ranging from 1 (strongly disagree) to 4 (strongly agree). The scale measures state of self-esteem by asking the respondents to reflect on their current feelings; while the scoring range from 1- 40; scores between 25- 40 were within normal range while scores below $^{2}5$ suggested very low self-esteem. On the other hand, grades scores of the students range from o/o according to Yobe State education examination system which was standardized set by Secondary Education Board at the end of the term.

Copies of the questionnaires were distributed to the participants !by the researcher and research assistants to the sample of the study in the classrooms and thereafter the questionnaires were collected on the spot. Though, some problems were encountered in

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the process of collecting data. This was due to the lack of proper keeping records of students' academic achievement by some schools management.

In this current research; descriptive statistic such as means and standard deviations was used in which hypotheses were analysed using Pearson Product Moment Correlation (PPMC) Statistic for hypothesis one. PPMC was employed because of the need to find the correlation between students' self - esteem and their academic achievement. Also independent t-test was used for the analyses of hypothesis two and three which seek to find out the difference between high and low self - esteem students and also self-esteem and academic achievement between male and female students. Statistical Package for Social Sciences (SPSS 20.) was employed.

Table 1: Demographic characteristics of the Respondents

Gender	Frequency	Percentage
Males	184	50.5%
Females	180	49.4%
Total	364	100.0%

Out of the total 364 sampled respondents, details in the above table 3 showed that 184 of the student participants which represented 50.5% were males while 180 of the respondents represented 49.4% were female students of the sampled from public senior secondary schools. By this classification, both male and female students in the selected secondary schools could be said to be satisfactorily represented in the study.

Answering Hypotheses Testing

In this section, the null hypotheses were tested.

Hypothesis 1

HO1: There is no significant relationship between the self- esteem of students and their academic achievement.

To test HO1: the responses of the students on self- esteem and academic achievement scores were subjected to Pearson Product Moment Correlation Coefficient. Summary of the analysis was shown in the table below.

Table 2: Pearson's Correlation between Self-esteem and Academic Achievement

Variables	N	X	SD	Correlation value
Self-esteem	364	29.39	4.90	00.6
Academic Achievement	364	55.37	18.10	

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Correlation between students' self-esteem and their academic achievement was computed and presented in the above table. The result showed significant positive relationship between these two variables at Pearson Correlation Coefficient value = .006 Thus, the null hypothesis was rejected. Hence, there is a significant relationship between self-esteem and academic achievement of public senior secondary school students. And this was in accordance with Audu, Jekwu and Hamsat, (2016) and Aryana (2010) in which all reported significant positive relationship between self-esteem and students academic achievement.

Hypothesis 2

HO2: There is no significant differences between academic achievement of students with high self - esteem and students with low self- esteem.

To test HO2, the academic achievement scores of the students with high self- esteem and students with low self- esteem were subjected to t - test statistics and summary of the analysis was shown in table 3.

Table 3: Summary of Independent t - test of Academic Achievement Scores of Students with High Self- Esteem and Students with Low Self- Esteem.

Academic Achievement	N	X	SD	SE	DF	t-cal	p-value
High self-esteem	296	55.034	18.41	1.027	362	1.027	0.305
Low self-esteem	68	57.5	17.75	1.041			

Not Significant at p >0.05

As shown in table 4.5, the p-value obtained was .305 at p>0.05 level of significance which was greater than the 0.05 choosing alpha level. This means the null hypothesis was accepted, there is no significant difference between the academic achievement of students with high self-esteem and those with low self-esteem. Finding of this research hypothesis was similar to finding of Ogoamaka, Sylvia and Ekejiuba (2018) who reported no significant differences between academic achievement of studens with high self-esteem and those with low self-esteem. In fact, low self-esteem was not essentially an indication of poor academiuc achievement in the schools.

Hypothesis 3:

Ho_3: There is no significance difference between self-esteem of male and female students.

To test HO3, academic achievement scores of students on self-esteem in terms of their gender were used. Summary of the analysis was shown in table 4.

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Table 4: Summary of T-test Analysis on Academic esteem in respect to Academic Achievement

Gender	N	X	SD	SE	DF	t-cal	p-value
Female	180	59.56	21.07	1.85	362	.4.48	0
Male	184	51.27	13.47	1.84			

Not Significant at p >0.05

As shown in the Table 4, the p-value obtained was .000 at p > 0.05 level of significance which was less than 0.05 choosing alpha level. This means, the null hypothesis was accepted, hence, there is no significant difference between male and female students. The summary to the explanation of this results showed that genders have influenced students feeling of self-worth as well as their academic achievement. This finding was supported by Mohammad (2010) as cited in Arshad, Zaidi, and Mahmood (2015) results which showed no significant difference was found in self-esteem between male and female students. It contradicted Rahimi (2016) and Damota, (2019) findings no significant difference in self-esteem between genders and their academic achievement. While Rahimi (2016) ascertained that self-esteem among female students is generally higher than male.

Discussion of Findings

Results of the three research hypotheses presented interesting outcome that are hereby discussed below:

Finding on the hypothesis one correlation value which was .006 indicated significant positive relationship between self-esteem felt by students and their academic achievements. Investigation revealed this to be true since significant relationship was discovered between the way students feel or see themselves and their academic achievement. Finding of this present research was in line with Audu, Jekwu and Hamsat, (2016) and Aryana (2010) who reported significant relationship between elf-esteem and students' academic achievement. It also agreed with study of Doodman, Zadeh and Chargizi (2017) who affirmed strong relationship between students' academic achievement and their self-esteem.

Finding on research hypothesis two p - value which was .305 revealed no significant positive difference between academic achievements of students with high self - esteem and students with low self - esteem, findings of this research was in accordance with Ogoamaka, Sylvia and Ekejiuba, (2018) reports that low self-esteem was not essentially an indication of poor school academic achievement; nevertheless^ it may be a significant

predictor of superior academic achievement. On the other hand; this current result contradicted the findings of Alokan, Ogunsanmi, Makinde, and Fashina, (2014) reported significant difference between academic achievement of students with high self-esteem and those with low. This indicates that students with high self- esteem were academically better than students with low self— esteem. But current research finding demonstrated that students with low self - esteem were academically better than students with high self- esteem as against the perception of society that students who have low self- esteem demonstrates poor school academic achievement.

Finding on third research hypothesis with correlation p-value = .000 which was less than 0.5. The result indicates no significant positive difference between genders in their self-esteem. This finding was supported by Rahimi (2016) and Damota, et al. (2019) who also found no significant difference in self-esteem between genders. While Rahimi (2016) ascertained that self-esteem was generally higher than male. Mahmood (2015) also reported no significant difference was found in self- esteem between males and females. Based on this finding, there is no significant difference between genders related in their self- esteem of public senior secondary schools students in Potiskum Education Zone Yobe State.

Conclusion

The current research findings showed that, significant positive relationship was established between academic achievement of students and self-esteem of public senior secondary schools. On the other hand, no significant difference was found between academic achievement of students with high self-esteem and those with low self-esteem. Likewise, this finding demonstrates there is no significant positive difference between genders in their self- esteem and academic achievement of public senior secondary school students in Potiskum Education Zone Yobe State. This might be due to plausible reason that, students were taken lessons or instruction under the same umbrella in their various schools and classes.

Recommendations

1. Based on findings, it was recommended that teachers and parents should developed students' self-esteem by helping them feel resourceful as well as important as other students in the class. Students should be allowed to develop skills and experience success that will add to their feeling of personal worth.
2. Government should provide preventive self-esteem development intervention at an early age since self-esteem found to be associated with academic achievement. Also, teachers should boost students' self-esteem and achievement through intensive individual and group counselling, and educational

psychologist/counsellors should liaise with parents of students with poor academic achievement and advise them not to academically over-expect from their children but help them improve in their academic achievement at school.

3. It was also recommended that societies should give equal opportunities for both genders to continue attending schools as well as work and improve themselves. Societies should avoid giving preference of one sex over the other as it could affect the self-worth of the neglected sex and lead to unwillingness to learn which could lead to poor academic achievement.

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