

Original Research Article

## **Evaluation of some Effective Factors on the Self-Esteem of Adolescent School Girls**

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**Abstract:** Adolescence is a very sensitive and of the most critical stages of the life. It's important to care about the contributing factors in the individuals' academic success. This study aims to evaluate the effective factors on the self-esteem of adolescent school girls. The method in this is a descriptive analytic study which was conducted on 701 adolescent students, who were in two schools across Region IV Education Service Center. Data collection was done by applying Demographic information form and Coppersmith Self-Esteem scale. Finally, data were analyzed by using SPSS software; T- test, Chi-square, and ANOVA. In Results the Data analysis reported 16% as the prevalence of low self-esteem (n = 112), about 33/1% (232 patients) had good GPA. The correlation coefficient test demonstrated a significant relationship between the variables of self-esteem and the student's Grade Point Average (p <0.001). Moreover, a significant correlation was observed between students' self-esteem, the paternal age (p <0.001), maternal age (p <0.001) and students age (p <0.001). Also, a significant correlation was observed between the number of children, self-esteem (p <0.04) and Grade Point Average. In conclusion High student's self-esteem was in association with their academic achievement. Therefore, it's important for both teachers and universities to care about students' self-concept and self-esteem and ask them to focus on their strengths rather than their weak points.

**Keywords:** Self-Esteem, Academic Achievement, Students

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### **INTRODUCTION:**

Puberty is a transient period (between childhood and adolescence), which includes corporeal dynamic changes which lead to physical, psychological and behavioral changes [1]. Puberty is not the same in different societies. There are different factors which can affect its onset and progress such as genetic factors, race, and geographic region, socio-economy, and nutrition [2, 3]. Psychosocial development that occurs within puberty, involve different dimensions such as self-concept [4]. Many psychologists, including Carl Rogers, Abraham Maslow, Alfred Adler, Cooper Smith and Erik Erikson have talked about the "self" and "self-concept". Referring to Rogers theory, self-concept is an essential phenomenon and element. He believes that all human can perceive all the environmental factors and events to give them an especial meaning. This

collection of logico-semantic system creates a "phenomenal field". "Self-concept" is a part of this field. It is an individual distinct experience, which is defined by the words such as I, Me and Myself. Self-concept is a person's self-image or impressions about something. According to Rogers, self-concept can affect person perception of the world in addition to his behavior [5]. There is another structural concept which is called "ideal self". Ideal self is his perception of what he wishes to have, or it includes all the valuable meanings and conceptions [6]. The programs and strategies to foster students' creativity can raise their self-concept and self-esteem [7]. Self-esteem is another aspect of self-concept, which includes individuals' perception. It is a specific opinion through which he evaluates his life.

Does he accept himself? Are they value themselves? Actually, Self-esteem is defined as a feeling of self-worth [8]. Self-esteem refers to the self-examine about his designed internal Imagine, which will be formed by the interaction between self-experiences and the environment variables.

Self-esteem is one's subjective evaluation of one's self-concept whether positive or negative. A positive sense of self requires a self- acceptance and a healthy attitude to their values and restrictions. Interaction with others can affect the self-esteem. Self-esteem is affected by many factors, such as self and others perception of the personal situations, achieving the goals and values, getting the attention of others, acting in a way that is consistent with personal values and belief [9]. Researchers have announced the self-esteem as an essential component of mental health. They also described both the depression and low self-esteem as the most common psychological disorders in adolescence [10]. Self-esteem grows through mutual reactions, particularly parents [11]. Basically, some adolescence blame themselves as the main contributor to their success or failure. On the other hand, some blame the external factors. The study shows that those with better self-esteem have stronger academic achievement motivation [12]. Effective factors (especially self-esteem) is emphasized in some studies [13,14]. Based on the studies, there is a strong positive link between self-esteem, extraversion and conscientiousness, while there is a poor positive relationship between self-esteem, adaptation and freedom. This association is observed in two other studies on adults [15]. According to Rogers, individuals with a strong, positive self-concept will view the world differently in compared to those with the poor one. In addition, they were much more successful in their job and education [4]. According to the importance of self-esteem in adolescence, this study aims to evaluate the effective factors on the self-esteem of adolescent school girls.

**METHOD:**

This is a descriptive analytic study which was done on 701 adolescent students, who were in two schools across Region IV Education Service Center. Data collection was done by applying Demographic information questionnaire, Coppersmith Self-Esteem scale. Finally, data were analyzed by using SPSS software; T- test, Chi-square, and ANOVA.

We used a t-test to investigate the relationship between self-esteem and the age of students and parents. ANOVA test was applied to examine the relationship between self-esteem and academic achievement. Chi-square examines the link between the number of children and self-esteem, in addition to the link between academic achievement the number of children.

**Ethical violations**

To consider the ethical points, patients name and record were obtained confidentially. The researcher respect the right of individuals to refuse to participate in research and to withdraw their participation at any stage.

**RESULTS:**

Data analysis reported  $15.53 \pm 1.004$  ,  $59.03 \pm 13.23$ , and  $48.92 \pm 5.05$  as the students, fathers, and mothers average age. It also indicates 16% as the prevalence of low self-esteem (n = 112). About 33/1% (232 patients) had good GPA(table1). The correlation coefficient test demonstrated a significant relationship between the variables of self-esteem with the student's Grade Point Average (p <0.001). Moreover, a significant correlation was observed between self-esteem and the paternal age (p <0.001), maternal age (p <0.001) and students age (p <0.001) (table2). Also, a significant correlation was observed between a number of children and the self-esteem (p <0.04) and Grade Point Average (table3).

**Table-1: Mean and standard deviation self esteem in the study population**

	M±SD	minimum	maximum	PV
10-14	26.35±3.24	18	34	F: 1.74
15-16	33.45±2.9	22	41	Df: 2
17≥	40.85±3.72	33	50	Pv≤0/001

**Table-2: correlation between age and parent's age with self-esteem of Students in the study population**

	Self steem	N	M±SD	PV*
age	<26	112	15.29±1.21	F=43.82
	>26	589	15.58±0.95	P=≤0.001
Mother age	<26	112	43.67±8.58	F=225.311
	>26	589	44.45±4.62	P=≤0.001
Father age	<26	112	47.62±7.22	F=120.86
	>26	589	49.17±4.48	P=≤0.001

**Table 3: correlation between number of children and with self-esteem of Students in the study population**

Number of child	<26	≥26	Total	PV
1	59(15.5)	321(84.5)	380(100)	Pearson Chi- square Value=8.164 Df=3 P=0.04
2	31(13.2)	203(86.8)	234(100)	
3	12(20.3)	47(79.7)	59(100)	
4	9(33.3)	18(66.7)	27(100)	
total	111(15.9)	589(84.1)	700(100)	

**Table 4: correlation between number of children and with educational achievement Students in the study population**

Number of child	<15	15-17	≥17	total	PV
1	115(30.3)	128(33.7)	137(36.1)	380(100)	Value=11.81 df= 6 PP= 0.045 Pearson Chi- square
2	76(32.5)	92(39.3)	66(28.2)	234(100)	
3	16(27.1)	18(30.5)	35(42.4)	59(100)	
4	14(51.9)	9(33.3)	4(14.8)	27(100)	
Total	221(31.6)	247(35.3)	232(23.1)	700(100)	

## DISCUSSION

This descriptive study revealed that students had good self-esteem. Only 16 percent had low self-esteem while 84 percent had good and moderate. The correlation coefficient test demonstrated a significant relationship between the variables of self-esteem with the student's academic achievement. Self-esteem is considered as an important aspect of cognitive and social development. Several studies were done about the impact of self-esteem on the various outcomes during adolescence including academic performance and their general adaptation [16]. Those with higher self-esteem were along with higher academic achievement which was consistent with Khadivi, Richards, Yarmohammadian [17-19]. While it was inconsistent with other studies [20]. The study of self-confidence has been widely emphasized in the applied field of personality psychology, which relies on the self-assessment (negative or positive). It reveals the individuals' confidence about their personal value and ability. Self-confidence has a key role in the understanding of individuals' performance and many other fields. Those with higher self-esteem were along with higher physical and mental health rather than others. In addition, it can bring in a better social relationship which leads to physical and psychological health [21]. Some scientific studies show a positive association between the self-esteem and academic achievement. Therefore, it should be raised to increase achievements [22]. Cooper Smith found that students with lower self-esteem are more likely to have a depressed picture and they tend to stay on the sidelines at school. On the other hand, students with high self-esteem are more social and they tend to stay active. Moreover, they tend to acquire higher social and academic status with less anxiety [23]. There is a

contradiction in studies (includes cross-sectional and longitudinal studies) about the impact of self-esteem on the academic performance. Cross-sectional studies show a significant link between the self-esteem and academic achievements while longitudinal studies indicate a slight significance in this regard. More self-esteem results in better and higher ranking, while other studies suggest it's opposite (better ranking leads to more self-confident) [16]. Some studies stated a moderate relationship between self-esteem and academic achievement, despite the other studies which emphasize on the strong impact of high self-esteem on achievement facilitation. According to the new meta-analysis, there is a moderate association between positive self-esteem and educational performance ( $p: 0.08$ ). On the other hand, longitudinal studies indicate no significant relationship between self-esteem and educational performance. In particular, we must confess that general self-esteem is based on the academic self-esteem. In fact, several Meta-analyses defined the concept of academic self as a better predictor of academic success among urban technical college students in compared to general self-esteem [16]. *Students' satisfaction* is an *important* issue, as it can affect their attendance and performance at school [24].

## CONCLUSION

According to this study, a wide range of students had good self-esteem. High student's self-esteem was in association with their academic achievement. Therefore, it's important for both teachers and universities to care about students' self-concept and self-esteem and strength their positive attitude towards themselves and reduce their negative attitude.

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