



SELF-ESTEEM OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL STUDENTS IN RELATION TO ACHIEVEMENT MOTIVATION AND PARENTAL INVOLVEMENT

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Abstract

The Main objective of the present study was to compare and correlate the self-esteem of Government and Private Secondary School Students with achievement motivation and parental involvement. To achieve this objective, Self-Esteem Scale (2012) by Sharma and Hussain, Achievement Motivation Scale (2011) by Deo and Mohan, and Parental Involvement Scale (2009) by Chauhan and Arora were used. The sample consisted of 200 students of 9th class, selected randomly from government and private schools affiliated to PSEB, Mohali of Hoshiarpur District of Punjab, India. The sample was equally categorized between Boys & Girls. Statistical techniques viz.-Mean, Standard Deviation, Standard Error of Means, t-test, and Coefficient of Correlation (r) were used to analyze the data. The results revealed that there exists significant difference in the self-esteem, achievement motivation and parental involvement of the government and private school students. Also, significant and positive relationship was found between self-esteem & achievement motivation and self-esteem & parental involvement of the government and private secondary school students.

Keywords: *Self-Esteem, Achievement Motivation, Parental Involvement, Secondary School Students, Government Schools, Private Schools*

Introduction

Adolescence is a period of psychological and social transition between childhood and adulthood. This period of change is marked by significant physical, emotional, and psychological changes, which can lead to feelings of insecurity and self-doubt that causes low self-esteem. Robins and Trzesniewski (2005) also found that self-esteem levels declined during adolescence period and regardless of gender, socioeconomic level, ethnicity or nationality, this tendency largely held true. Thus, adolescence is identified as a period of decreased self-esteem.

During this time it is also noticed that adolescents also face a problem of failure due to physical and emotional problems. To get success, achievement motivation plays a vital role. Achievement motivation is a drive to succeed or to master difficulties (Kleiber 1986). It can be considered a driving force; a psychological one that compels or reinforces an action towards a directed goal (David, 1958). In education, we sometime call it the 'pursuit of excellence' (Schuler, 2002).

Day by day due to modernisation and use of ICT in our lives, majority of the adolescents face many problems in making adjustments due to lack of parental involvement. It includes all those activities and practices which results into the best output of child's growth i.e., mental, physical, social, emotional and aesthetic. This involvement also reflects the dedication of parents and their positive devotion to child learning process (Bernard, 2004). Parents also put influence in shaping the behaviours and choices of adolescents as they face the challenges of growing up. Parental support is very significant during adolescence, as children experience many physical and emotional changes. Positive relationships of adolescents with their parents are less likely to engage in various risk behaviours (Alonso, 2017). So,



due to above reasons, the present research is an effort to study the self-esteem of adolescents in relation to achievement motivation and parental involvement.

Self-Esteem

Self-esteem is generally considered as a personality trait that reflects a person's overall sense of value and self-worth. It is how we value and perceive ourselves. It is based upon our opinions and beliefs about ourselves, that we feel difficult to change (Boden, 2008). It is the evaluation of validity, approval, acceptance and self-worthiness that a person feels about himself (Hoffmann, 2002). It is also a conscious feeling of self-liking, self-worth and acceptance (Greenwald, 1995). It also shows that at what extent an individual believes himself or herself to be competent and worthy of living.

Achievement Motivation

Achievement Motivation refers to a pattern of action and feelings connected to striving to achieve some internalized standard of excellence in performance. The driving force beyond our optimistic activities in educational, corporate, and social activities can be represented as the organization of three components-behaviour, feeling, and thought-in terms of assessing competence in those fields (Elliot, 1999). It is also regarded as a combination of psychological forces, which initiate, direct and sustain behaviour towards successful attainment of some goals which provide a sense of significance. No single measurable factor seems to account for it (Good, 1974).

Parental Involvement

Parents play an important role in our life. The children feel secure under their supervision. The parents try to fulfill requirement of their children without expecting anything from them. The term 'parental involvement' refers to the active and consistent participation of parents in all aspects of their children's lives, including their education, development, and overall well-being. This involvement can take various forms, such as actively engaging in their child's learning, attending school events, communicating with teachers, and creating a supportive home environment (Marcon, 1999). It is also a combination of commitment and active participation on the part of the parent to the school and to the child.

Objectives of the Study

The study was carried out with the following objectives

1. To study and compare the self-esteem of government and private secondary school students.
2. To study and compare the self-esteem of boys and girls students of the government and private secondary schools.
3. To study and compare the achievement motivation of government and private secondary school students.
4. To study and compare the achievement motivation of boys and girls students of the government and private secondary schools.
5. To study and compare the parental involvement of government and private secondary school students.
6. To study and compare the parental involvement of boys and girls students of the government and private secondary schools.
7. To find out the relationship between self-esteem and achievement motivation of the secondary school students.



8. To find out the relationship between self-esteem and parental involvement of the secondary school students.

Hypotheses

The study was carried out with the following hypotheses

1. There exists no significant difference in the mean scores of self-esteem of government and private secondary school students.
2. There exists no significant difference in the mean scores of self-esteem of boys and girls students of the government and private secondary schools.
3. There exists no significant difference in the mean scores of achievement motivation of government and private secondary school students.
4. There exists no significant difference in the mean scores of achievement motivation of boys and girls students of the government and private secondary schools.
5. There exists no significant difference in the mean scores of parental involvement of government and private secondary school students.
6. There exists no significant difference in the mean scores of parental involvement of boys and girls students of the government and private secondary schools.
7. There exists no significant relationship between self-esteem and achievement motivation of the secondary school students.
8. There exists no significant relationship between self-esteem and parental involvement of the secondary school students.

Delimitations

The study was carried out with the following delimitations:

1. The study was delimited to Hoshiarpur district of Punjab only.
2. The study was delimited to Government and Private Schools affiliated to PSEB, Mohali only.
3. The study was delimited to 9th class students only.
4. The study was delimited to 200 students only.
5. The study was delimited to 100 boys and 100 girls students only.

Method

Keeping in view the nature of the study, the descriptive research method was used in the present study.

Population

Class 9th students of the government and private secondary schools affiliated to PSEB, Mohali of the Hoshiarpur District of Punjab was the population of the study.

Sample

The present study was conducted on a sample of 200 students of the 9th class selected through simple random method of probability sampling. The sample was equally categorized between government-private secondary schools and boys-girls.

Tools Used

The following tools were used to collect the data for the present study

1. Self-Esteem Scale (2003) by Sharma and Hussain.
2. Achievement Motivation Scale (2011) by Deo and Mohan.
3. Parental Involvement Scale (2009) by Chauhan and Arora



Statistical Techniques Used

Statistical techniques viz. Mean, Standard Deviation (SD), Critical Ratio (t-test) and Co-efficient of Correlation (r) were used to analyze and interpret the collected data.

Analysis and Interpretation

The results of the present study are elucidated as below:

Table-I Showing the Significance of Difference in the Mean Scores of Self-Esteem of Government and Private Secondary School Students

Group	N	Mean	SD	SE _M	't'-Value
Government	100	111.31	15.30	2.16	6.63
Private	100	125.62	15.28		

It is evident from Table-I that 't'-value of self-esteem of government and private secondary school students is 6.63 which is significant both the levels of significance. Hence, there is significant difference in the self-esteem of government and private secondary school students and the hypothesis-1 is not accepted.

Table-II Showing the Significance of Difference in the Mean Scores of Self-Esteem of Boys and Girls Students of the Government and Private Secondary Schools

Group	N	Mean	SD	SE _M	't'-Value
Boys	100	122.36	15.87	2.20	4.53
Girls	100	132.32	15.22		

It is evident from Table-II that 't'-value of self-esteem of boys and girls is 4.53 which is significant at both the levels of significance. Hence, there is significant difference in the self-esteem of boys & girls and hypothesis-2 is not accepted.

Table-III Showing the Significance of Difference in the Mean Scores of Achievement Motivation of Government and Private Secondary School Students

Group	N	Mean	SD	SE _M	't'-Value
Government	100	184.44	6.06	0.87	3.41
Private	100	187.41	6.21		

It is evident from Table-III that 't'-value of achievement motivation of government and private secondary school students is 3.41 which is significant at both the levels of significance. Hence, there is significant difference in the achievement motivation of government and private secondary school students and hypothesis-3 is not accepted.

Table-IV Showing the Significance of Difference in the Mean Scores of Achievement Motivation of Boys and Girls Students of the Government and Private Schools

Group	N	Mean	SD	SE _M	't'-Value
Boys	100	183.01	5.77	0.78	7.87
Girls	100	189.15	5.19		



It is evident from Table-IV that 't'-value of achievement motivation of boys and girls is 7.87 which is significant at both the levels of significance. Hence, there is significant difference in the achievement motivation of boys & girls and hypothesis-4 is not accepted.

Table-V Showing the Significance of Difference in the Mean Scores of Parental Involvement of Government and Private Secondary School Students

Group	N	Mean	SD	SE _M	't'-Value
Government	100	90.65	13.35	1.89	3.52
Private	100	97.3	13.31		

It is evident from Table-V that 't'-value of parental involvement of government and private secondary school students is 3.52 which is significant at both the levels of significance. Hence, there is significant difference in the parental involvement of government and private secondary school students and hypothesis-5 is not accepted.

Table-VI Showing the Significance of Difference in the Mean Scores of Parental Involvement of Boys and Girls Students of the Government and Private Schools

Group	N	Mean	SD	SE _M	't'-Value
Boys	100	90.54	11.35	1.62	6.35
Girls	100	100.83	11.60		

It is evident from Table-VI that 't'-value of parental involvement of boys and girls is 6.35 which is significant at both the levels of significance. Hence, there is significant difference in the parental involvement of boys & girls and hypothesis-6 is not accepted.

Table-VII Showing the Coefficient of Correlation between Self-Esteem and Achievement Motivation of the Government and Private Secondary School Students

Sr. No.	Variables	N	'r'	Result
1	Self-Esteem	100	0.672	Positive Correlation
2	Achievement Motivation	100		

It is evident from Table-VII that the coefficient of correlation between self-esteem and achievement motivation of the government and private secondary school students is 0.672, which is positive and significant at both the levels of significance. Hence there is significant relationship between self-esteem and achievement motivation of the government and private secondary school students and hypothesis-7 is not accepted.

Table-VIII Showing the Coefficient of Correlation between self-esteem and parental involvement of the Government and Private Secondary School Students.

Sr. No.	Variables	N	'r'	Result
1	Self-Esteem	100	0.851	Positive Correlation
2	Parental Involvement	100		



It is evident from Table-VIII that the coefficient of correlation between self-esteem and parental involvement of the government and private secondary school students is 0.851, which is positive and significant at both the levels of significance. Hence there is significant relationship between self-esteem and parental involvement of the government and private secondary school students and hypothesis-8 is not accepted.

Findings of the Study

On the basis of the interpretation of hypotheses, the following findings have been drawn

1. There is significant difference in the self-esteem of government and private secondary school students ($t=6.63$). Private secondary school students depicted greater self-esteem ($M=125.62$) as compare to government secondary school students ($M=111.31$).
2. There is significant difference in the self-esteem of boys and girls ($t=4.53$). Girls depicted greater self-esteem ($M=132.32$) than boys ($M=122.36$).
3. There is significant difference in the achievement motivation of government and private secondary school students ($t=3.41$). Private secondary school students depicted greater achievement motivation ($M=187.41$) as compare to government secondary school students ($M=184.44$).
4. There is significant difference in the achievement motivation of boys and girls ($t=7.87$). Girls depicted greater achievement motivation ($M=189.15$) than boys ($M=183.01$).
5. There is significant difference in the parental involvement of government and private secondary school students ($t=3.52$). Parents of private secondary school students depicted greater involvement ($M=97.3$) as compare to the parents of government secondary school students ($M=90.65$).
6. There is significant difference in the parental involvement of boys and girls ($t=6.35$). Parents of Girls depicted greater involvement ($M=100.83$) than the parents of boys $M=90.54$).
7. There is significant positive relationship between self-esteem and achievement motivation of the government and private secondary school students ($r=0.672$). If achievement motivation of the government and private secondary school students will increase, their self-esteem will also be increased and vice-versa.
8. There is significant positive relationship between self-esteem and parental involvement of the government and private secondary school students ($r=0.851$). If parental involvement of the government and private secondary school students will increase, their self-esteem will also be increased and vice-versa.

Conclusion

In the present study it was found that there exists significant difference in the self-esteem, achievement motivation and parental involvement of the government and private secondary school students and boys and girls. Also, significant positive relationship was found between self-esteem & achievement motivation and self-esteem & parental involvement of the government and private secondary school students. If the achievement motivation and parental involvement will increase, their self-esteem will also be increased and vice-versa.

Educational Implications

In the present study, the investigator found that there is significant relationship between self-esteem, achievement motivation and parental involvement of the government and private secondary school



students. All the variables positively correlated with each other. It means, achievement motivation and parental involvement affects the self-esteem of the government and private secondary school students.

All the variables are directly proportional with each other. The following are the educational implications of the present study

1. These results will give immense help to Teachers, Principals, Administrators, Curriculum Planner, Policy Framers, and Guidance & Counseling Workers etc. to uplift the standard of school education in government and private schools.
2. These results will also help the Teachers, Principals and Administrators to make school environment better.
3. In service, teacher training programmes must be provided to government and private school teachers to understand the problems and their causes of the adolescents.
4. Regular seminars and workshop must be organized in the schools.
5. Frequent Principal-Teachers meetings should be there.
6. The present study will help the teachers and parents in the harmonious development of the adolescents.
7. These results will give immense help in the better curriculum construction to improve the teaching-learning process.
8. These results will give immense help in the development of new methods for teaching.
9. More efforts could be done to improve the teaching-learning process in the government schools.
10. More efforts could be done to improve the self-esteem and achievement motivation of boys.
11. These results could help the Parents to be regularly involved in the personal and academic life of their wards.
12. By recognizing the interconnectedness of self-esteem, achievement motivation, and parental involvement, educators and parents can work together to create a supportive environment that empowers students to reach their full potential. Results show that fostering high self-esteem, nurturing achievement motivation, and encouraging active parental participation are crucial for student success in both government and private secondary schools.

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