



Relationship between Self Esteem and Student Academic Performance in Public Secondary Schools in Nyeri County, Kenya

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ABSTRACT

Despite the use of appropriate teaching and learning approaches and the government of investing resources to promote quality education, there is a continuous record of poor academic performance among students in National Examinations in Kenya. There was therefore need for a study to be conducted to establish the factors that affect their performance. The purpose of this study was to determine the relationship between Self Esteem and student academic performance. The study was anchored on The Marsh/Shavelson model self-concept. The study employed Ex-post facto research design. The study targeted students from public secondary schools in Nyeri County. Krejcie and Morgan (1970) formula was used to calculate the sample size of the students while Purposive sampling was used to select 25 teacher counselors making a total of 409 respondents. Data was collected using questionnaires, interview schedules and document analysis. The quantitative data from the questionnaire was first be subjected to preliminary processing through validation, coding and tabulation in readiness for analysis with the help of the statistical package for social science (SPSS) to analyze data. Descriptive statistics was presented using frequencies and percentages. Pearson Correlation Coefficient was employed to determine relationship that exists between the independent (Self-esteem) variables and dependent variable (student academic performance). In addition, regression analysis was employed to test the relationships in the study. Qualitative data was transcribed, thematically classified and arranged before they are reported in narrations and quotations according to research objectives. Major findings from the study indicated that there was a significant positive correlation between Self-esteem and student academic performance ($r=.800$; $p=.000$) showing a strong correlation between Self-esteem and student academic performance. This study therefore, recommended that there is need for the teachers and education stakeholders in the ministry of education and beyond should give great attention to student self-concept as it affects student academic performance in schools and that schools should promote self-advocacy skills. Strong advocacy skills lead to greater self-confidence. It is also important to for the teachers to understand student background. Schools should design effective feedback mechanism to encourage students to compare present performance against a goal and also against previous performance.

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1.0 Introduction

Individuals who appear to be similar to each other may have different thoughts about themselves and may exhibit different behaviors depending on how they perceive themselves and on their beliefs about what they can achieve (Bong & Skaalvik 2013). Self-concept concerns individuals' personal perceptions about their own academic abilities or skills, it is usually developed through experience and through an interpretation of the learning environment, and it is seen as one of the most important factors in learning (Marsh and Martin, 2011), Self-Concept is divided into two categories: academic self-concept and non-academic self-concept. Based on this, they linked academic self-concept with particular subject areas and they further divided non-academic self-concept into three categories, namely social, emotional and

physical self-concept. Among these categories, academic self-concept is the most common one in educational environments.

Academic self-concept can be defined as the individuals' perceptions, feelings and perspectives about their academic skills. Self-esteem is a life skill that is highly embraced by all societies at all stages of development. It is the process by which individuals rate themselves, acquire knowledge, skills and attitudes to enable them participate effectively in the society. According to Kholode (2009), self-esteem education determines the level of prosperity, welfare and security of people. It is the cornerstone of economic, social development and a principle means of improving the welfare of individuals. In his study on the influence of self-esteem on the study habits of students in America, Miller (2002) points out that,

high school learners need to accept and value themselves to do well in their academic work.

This study focused on self-esteem as one of the constructs of self-concept. Hoge, Smit and Crist (2019) also conducted a two-year longitudinal study of 322 sixth and seventh graders that compared the three levels of self-esteem (high, middle and low) and studied the effects of self-esteem on achievement and achievement on self-esteem influences of self-esteem on grades were weak but grades had a modest influence on subsequent discipline-specific self-esteem. The researchers concluded that past correlation studies have overstate the influence of self-esteem on grades and of grades on self-esteem. Self-esteem is frequently positively correlated with academic performance, but it appears to be a consequence rather than a cause of high achievement (Baumeister, Campbell, Krueger & Vohs, 2017). This suggests that increasing students' academic skills is a more effective means to boost their self-esteem than vice versa.

It is clear that self-esteem is a central construct which develops through interactions with others. It is technologically conceived that it is the locus of the experience that represents the total being whose physical, psychological and spiritual dimensions cannot be separated except artificially. Crawford (2016) found out in his study that students' self-esteem influence their academic performance; however, the level of effort exerted by students in learning to a large extent contributes significantly to students' self-esteem in boosting their academic performance. In view of this, teachers, parents, and indeed all stakeholders have it as a duty to consider various factors that can influence the development of positive self-esteem among children when dealing or interacting with them. Also, they must help, monitor and supervise students to exert some level of effort in learning since such effort boost students' academic performance.

A positive self-esteem is valued as a desirable outcome in many disciplines of psychology as well as an important mediator to other outcomes. According to the research and a comprehensive meta-analysis conducted by Marsh and Martin (2011), self-esteem has a direct and indirect effect on subsequent performance. Not only is self-esteem an important outcome variable in itself, it also plays a central role in affecting other desirable educational outcomes. Academic performance has become an index of a child's future in the competitive world of today (Igbo, Okafor&Eze, 2014). As such, academic performance is considered as a key criterion to judge one's total potentialities and capabilities.

Students' academic performance is a pointer of effectiveness of learning in schools as well as a major determinant of the self-esteem of young people (Yusuf & Adigun, 2010). Secondary School Education in this regard plays an important role of creating substantive human resource base and for developing the individual and the nation. Several studies have also examined the link between self-esteem and academic performance among the students in secondary school. Self-esteem belongs to the self-perception which means the descriptive or cognitive component of one's self. As defined by Oyserman, Elmore, and Smith (2012) that self-esteem is the cognitive structures which include content, attitudes, or evaluative judgments and focuses attention on one's goals (Oyserman & Markus, 2018).

2.0 Literature review

Self-esteem is a sense of individual's value or worth and an extent to which his worth or value is approved or appreciated. It has its origin since 18th century which can be first seen in the writings of David Hume a Scottish and an

enlightened thinker. It has its origin and can be depicted from the works of philosophers, psychologist and anthropologist William James, (1892). He identified many dimensions of one's self, having two levels of hierarchy. One is known as "I" self and the other is known as "me" self. In the middle of 1960 the social psychologist, Rosenberg (2015) mention self-esteem as an attitude which could be favourable or unfavourable towards his own self. Self-concept is an evaluated component of self-esteem. Self-esteem includes the behavioural and cognitive aspects of the self or it is the overall reading of a self and making of self-worth. It is your own worth which could be evaluated subjectively and it consists of beliefs about your own self as well as the emotional levels.

In 20th century the studies were done in terms of introspection of mental processes, feelings and emotions among others. Self-esteem predicts academic performance, confidence level, job performance and satisfaction in relationships and in marriages. It improves ones belief in one self. Individuals' self-esteem emerges from interactions among society, family members, and others (Liu, 2014). Jin (1996) has theorized that all external influences are internalized into individuals' internal characteristics and emotional experiences, which are mediated by their self-conceptions. Therefore, academic performance, as an external, objective indicator, would contribute to SWB in school, which represents an internal emotional experience, via the psychological mechanism of self-esteem. Specifically, first, consistent with the skill-development model (Calsyn & Kenny, 1977), academic performance could predict self-esteem. This model describes the relation between academic performance and self-beliefs as one in which academic performance impacts subsequent self-beliefs (i.e., self-esteem).

In support of such a model, a meta-analysis concluded that students' prior academic performance influenced subsequent self-esteem (Huang, 2011). Additionally, some studies have shown that self-esteem plays an important role in SWB; individuals with higher self-esteem tend to have higher life satisfaction and experience more positive emotions (Furnham & Cheng, 2000; Schimmack & Diener, 2003). Thus, we attempted to examine whether self-esteem acts as a mediator in the relation between academic performance and later SWB in school in Chinese students. Reverse effects from SWB in school to academic achievement directly or indirectly via self-esteem may also occur. Consistent with Fredrickson's (2001) broaden-and-build theory, Baker, Dilly, Aupperlee, and Patil (2003) speculated that school-related variables (such as in school) might indirectly relate to academic success.

Greeno (2001) notes that self-esteem is always attributed to best performances in tasks and at work place. Self-value may strengthen the learners' relationship with the facilitator. This implies that the students may benefit more from the teacher due to the free atmosphere. It also reduces problems like; truancy, absenteeism, drug and substance abuse and teenage pregnancies that are known to cause poor performances. Character building emanate from self-esteem. Students with self-esteem are able to manage and use their leisure time well. Moreover, they are able to choose good and reliable friends who can help in boosting their academic performance, (K.I.E, 2008). Self-esteem is ones emotional evaluation of worth or judgment of one's self attitude. Students with positive self-esteem are good at negotiation skills with others. They respect others opinion and listen to others views. They also have many friends for they embrace non-violent behaviour in solving conflicts (UNESCO, 2000).

According to Dondo (2005), such students relate well with teachers and this can assist them make consultations in case of challenges in academic work as well as tackle assignments in good time. They take failure in examinations as a stepping stone to success. This implies that they work harder to improve whenever they do not perform well. When criticized by colleagues and teachers they take the criticisms positively. They have good interpersonal relationships (Fong & Yuen, 2016). They excel in academic performance and recognize the role played by others in the same. When they deviate in discipline they are easily corrected. As students they dress well and decently always and not many teachers who raise complaints about their dressing code. (Valdebenito, 2017)

Datu's (2013) study revealed that students' in school facilitated positive self-esteem. Furthermore, consistent with the self-enhancement model (Calsyn & Kenny, 1977), self-esteem should influence subsequent academic achievement. Accordingly, researchers have found that students' self-esteem is one determinant of academic achievement (Aryana, 2010). In addition, Western cultures (and associated psychological theories of wellbeing) commonly view personal happiness as one of the most important values in life whereas East Asian cultures value positive emotions less than Western cultures (Joshnloo & Weijers, 2014). As it has been noted, it can be a mistake to generalize the results of studies of happiness from Western cultures to non-Western cultures without undertaking indigenous analyses (Thin, 2012). Therefore, it was not clear whether the positive consequences (e.g., good academic achievement, positive self-esteem) associated with in school observed in Western nations would also be observed in Eastern nations, such as China.

According to Smith and Mackie (2014) "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it." Self-esteem plays an important role in disorders related to human's psychology. Self-esteem is a basic need of human as it is pre-requisite for motivation. It boosts up the morale of human being as it builds up positive self-image and positive attitude. Every human needs respect from others in the form of admiration or love. Self-esteem could be higher and lower. High self-esteem people enjoy doing multiple activities in their daily life. They are full of positivity and enthusiasm. They work to find solutions to their problems and take challenges in their life positively. Hence, they are open to change and accept themselves as they are and they do not suffer from any inferiority complex. On the other hand, people with low self-esteem are envious, low in confidence, do not believe in themselves and are resistance to change.

A positive correlation between self-esteem and academic performance is often noted in the literature on educational psychology (Muller, 2019). As such, self-esteem and academic performance are often inter-related. Additionally, self-esteem it is believed to have an impact on an student's performance and varied disparities are found in self-esteem level between students. The relationship between self-esteem and academic performance is one that is regarded by many educators as a well-established fact. This belief has been often invoked in order to argue against the provision of ability grouping for gifted students. Refuting that, commonly-held belief Subon and Unin, (2020) examined the relationship between self-esteem and academic performance in 65 high-ability secondary students, a sample drawn from a longitudinal study of over 900 students. Their finding demonstrated that

there were no differences in measured self-esteem between the gifted and non-gifted students. More contentiously, though, the research found no correlation between self-esteem and academic performance for the gifted group (Vialle, Heaven & Ciarrochi, 2015).

Ferrell & Barbera, (2015) investigated that Self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits, an assumption that is critically evaluated in this review. Appraisal of the effects of self-esteem is complicated by several factors. Because many people with high self-esteem exaggerate their successes and good traits, we emphasize objective measures of outcomes. High self-esteem is also a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals. The modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance.

Efforts to boost the self-esteem of pupils have not been shown to improve academic performance and may sometimes be counterproductive (Essel & Owusu, 2017). Job performance in adults is sometimes related to self-esteem, although the correlations vary widely, and the direction of causality has not been established. Occupational success may boost self-esteem rather than the reverse. Alternatively, self-esteem may be helpful only in some job contexts. Laboratory studies have generally failed to find that self-esteem causes good task performance, with the important exception that high self-esteem facilitates persistence after failure. According to Chamundeswari, (2014), people high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures disconfirm most of these beliefs. Narcissists are charming at first but tend to alienate others eventually. Self-esteem has not been shown to predict the quality or duration of relationships. High self-esteem makes people more willing to speak up in groups and to criticize the group's approach. High self-esteem does not prevent children from smoking, drinking, taking drugs, or engaging in early sex (Bhagat, 2017).

If anything, high self-esteem fosters experimentation, which may increase early sexual activity or drinking, but in general effects of self-esteem are negligible. One important exception is that high self-esteem reduces the chances of bulimia in females. Overall, the benefits of high self-esteem fall into two categories: enhanced initiative and pleasant feelings. We have not found evidence that boosting self-esteem (by therapeutic interventions or school programs) causes benefits. Our findings do not support continued widespread efforts to boost self-esteem in the hope that it will by itself foster improved outcomes. In view of the heterogeneity of high self-esteem, indiscriminate praise might just as easily promote narcissism, with its less desirable consequences. Instead, we recommend using praise to boost self-esteem as a reward for socially desirable behavior and self-improvement (Baumeister, Campbell, Krueger & Vohs, 2003).

Lane, Lane and Kyprianou (2004), investigated relationships between self-efficacy, self-esteem, previous performance accomplishments, and academic performance among a sample of 205 postgraduate students. Participants completed measures of past performance accomplishments,

self-esteem, and self-efficacy at the start of a 15-week course. Each student's average grade from modules studied was used as the performance measure. Correlation results indicated significant relationships between self-efficacy and self-esteem. Multiple regression results indicated that self-efficacy mediated the relationship between performance accomplishments and academic performance. Findings lend support to the predictive effectiveness of self-efficacy measures in academic settings.

Sadaat, Ghasemzadeh and Soleimani (2012), conducted a research, which aims to study self-esteem and its determined link to academic achievement of university students. According to the results obtained from a study on 370 students, significant difference is observed in self-esteem among male and female students. However, male students for family self-esteem received higher scores than female students ($t = -2/12$, $p < 0.05$). The students of the faculties of basic sciences, psychology and educational sciences, and electro-computer showed significant difference in self-esteem. Academic self-esteem and family self-esteem on the meaningful level of $P < 0.05$ had a direct and positive relationship with the academic achievement of students.

Mohammad (2010) highlights the relationship between self-esteem and academic achievement in the pre-university students. Additionally, it aimed to identify whether there are differences in academic achievement between boys and girls. The objectives of this study were achieved by using the Coppersmith questionnaire and the students' grade in their current and previous semesters. The random sampling was used for collecting the data and as a consequence 50 male and 50 female were chosen randomly. The results demonstrated that there was significant ($p < 0.01$) positive relationship between self-esteem and academic achievement. Moreover, there was significant difference in academic achievement between boys and girls. However, no significant difference was found in self-esteem between males and females. The results suggest that high self-esteem is important factor and strengthen the prediction of academic achievement in students.

Akinleke (2012) conducted a study and the aim of this study was to discover how test anxiety and self-esteem affect academic performance. Two hundred and fifty randomly drawn final year National Diploma (NDII) students of the Federal Polytechnic, Ilaro were involved in the study. They were given two questionnaires that took between forty and forty-five minutes to complete. The study was carried out in a classroom environment during regular school hours. After collecting information from the students through questionnaires, their comprehensive Grade Point Averages (GPA) in previous year were also collected. This GPA data were then compared to the scores obtained from the questionnaires. This study discovered that overall, low anxiety students had higher GPAs than high anxiety students and that there is a positive relationship between self-esteem and academic performance. The implication of the findings were that stakeholders in education should formulate policies that help students to cope with anxiety and also initiate programs that will assist the process of learning and mastering challenges as such would result in higher academic achievement.

Abdullah (2010) conducted a study to examine the relationship among performance motivation, self-esteem, and locus of control and academic performance of university students in a Nigerian University. The purpose was to determine the extent university student's academic performance was influenced by these criterion variables. One

thousand, three hundred and thirty-five male and female university students from seven faculties participated in the study. They were selected by stratified and simple random sampling techniques. Results from multiple regression analysis revealed that clearly the subjective independent variables did not predict objective measure of the students' academic performance. Psycho-sociological evidences abound that lack of performance motivation and low self-esteem, creates in students lack of interest to strive for high academic performances, and zeal to contribute positively and efficiently to national development.

Utilizing mixed methodology, this research investigates the relationship between self-esteem and academic performance for young adolescents within two Western cultural contexts: the United States and England. Quantitative and qualitative data from 86 North American and 86 British adolescents were utilized to examine the links between self-esteem and academic performance from the beginning to the end of their academic year during their 11th–12th year of age. For both samples, quantitative results demonstrated that a drop in self-esteem was related to multiple indicators of later year academic performance. While country differences emerge by the end of the year, math appears to have a consistent relationship with self-esteem in both country contexts. Qualitative analyses found some support for British students' self-perceptions as more accurately reflecting their academic experience than the students from the United States (Booth & Gerard, 2011). Kinleke (2012) conducted a study and the aim of this study was to discover how test anxiety and self-esteem affect academic performance. Two hundred and fifty randomly drawn final year National Diploma (NDII) students of the Federal Polytechnic, Ilaro were involved in the study.

Heaven (2005) says that self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that positive self-esteem will cause many positive outcomes and benefits—an assumption that is critically evaluated in this study. Appraisal of the effects of self-esteem is complicated by several factors. Because many people with positive self-esteem exaggerate their successes and good traits, objective measures of outcomes are emphasized. Positive self-esteem is also a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals. He notes that the modest correlations between self-esteem and school performance do not indicate that positive self-esteem leads to good performance. Instead, positive self-esteem is partly the result of good school performance. Efforts to boost the self-esteem of pupils have not been shown to improve academic performance and may sometimes be counterproductive. Job performance in adults is sometimes related to self-esteem, although the correlations vary widely, and the direction of causality has not been established. Occupational success may boost self-esteem rather than the reverse. This means that good academic performance in KCSE may boost self-esteem and not the vice versa.

In his study on the relationship between intellectual ability and excellence in academic performance in America, Shulman (2012) notes that there is little or no relationship between intellectual ability and academic excellence. Mutuma (2007), in his study conducted in Nigeria on the influence of discipline in academic performance says that one's discipline is crucial in determining academic excellence. Another research on the effects of self-esteem on student's academic performance in Zambia by Akujohi (2006) points out that the

level of self-efficacy among learners affects their academic performance, in that the higher the efficacy the better the performance.

This research tends to agree that positive self-esteem can lead to better academic performance while negative self-esteem may lead to mediocre or dismal performance among learners. None of the studies above has examined the Influence of self-esteem on students' academic performance hence it is significant to conduct this research. In her study of the effectiveness of the heads of curriculums' level of self-esteem on the students' K.C.S.E performance in Kiambu, Susan Wangechi (2009) points out that the more confidence heads of curriculum have the better they are able to run the school and the better the student's results. This idea of Susan (2009) is contrasted by Joan (2011) in her study of the relationship between leadership styles and student's academic performance.

Joan (2011) points out that academic performance in KCSE is not influenced by the way the heads of curriculums rate themselves. This implies that one's level of confidence does not affect their performance of duty. Hence self-esteem whether low or high does not affect learners' academic performance. This shows that the current study can be used to establish whether self-esteem influences students' academic performance or not. Dondo (2005) observes that self-esteem may be helpful only in some job contexts. Laboratory studies have generally failed to find that self-esteem causes good task performance, with the important exception that positive self-esteem facilitates persistence after failure. People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with negative self-esteem, but objective measures disconfirm most of these beliefs. Narcissists are charming at first but tend to alienate others eventually. Self-esteem has not been shown to predict the quality or duration of relationships.

Guindon (2002) comments that positive self-esteem makes people more willing to speak up in groups and to criticize the group's approach. Leadership does not stem directly from self-esteem, but self-esteem may have indirect effects. Relative to people with negative self-esteem, those with positive self-esteem show stronger ingroup favoritism, which may increase prejudice and discrimination. He continues to point out that neither high nor negative self-esteem is a direct cause of violence. Narcissism leads to increased aggression in retaliation for wounded pride. Negative self-esteem may contribute to externalizing behaviour and delinquency, although some studies have found that there are no effects or that the effect of self-esteem vanishes when other variables are controlled. The highest and lowest rates of cheating and bullying are found in different subcategories of positive self-esteem. Hence the need for this study. According to Rosenberg (2001) self-esteem has a strong relation to happiness. Although the research has not clearly established causation, we are persuaded that positive self-esteem does lead to greater happiness. Negative self-esteem is more likely than high to lead to depression under some circumstances.

They were given two questionnaires that took between forty and forty five minutes to complete. The study was carried out in a classroom environment during regular school hours. After collecting information from the students through questionnaires, their comprehensive Grade Point Averages (GPA) in previous year were also collected. This GPA data were then compared to the scores obtained from the questionnaires. This study discovered that overall, low anxiety

students had higher GPAs than high anxiety students and that there is a positive relationship between self-esteem and academic performance.

The implication of the findings were that stakeholders in education should formulate policies that help students to cope with anxiety and also initiate programs that will assist the process of learning and mastering challenges as such would result in higher academic performance. In the study between self-esteem and secondary school students' academic performance by Bhagat (2017), respondents studying in government and private schools show a positive but not significant relationship found between negative self-esteem and females with their academic performance. Research on the students' self-esteem and its effects on their academic performance and correlate self-esteem, and the academic outcome of undergraduate students has been conducted at the University of Swat. A total sample of 600 respondents was selected randomly from various departments at the University of Swat.

The researchers utilized the Rosenberg Self-esteem Scale (RSES), and the students were also asked about their academic performance from their previous semesters. Results manifested a significant positive correlation between students' GPAs and their scores on the self-esteem scale. It was concluded from the results that students with higher self-esteem level had a higher academic outcome. (Correlating, 2018) According to Ahmad et al. (2013), in their study "Relationship between Self-Esteem and Academic performances of Students from the Government Secondary Schools," an essential academic construct in the course of education is self-esteem. Also, it is acknowledged as one of the main factors in the students' learning results. The results demonstrate that whenever there is present positive self-esteem within students, they have a high level of academic performance.

Therefore, it is indirectly stated that there is a significantly high correlation between academic performances and self-esteem within students. In the study of Al-Hebaish in 2012 entitled "The Relationship between General Self-Confidence and Academic performance in the Oral Presentation Program," its results showed that academic performance and general self-confidence have a significant and positive relationship with each other. Colquhoun and Bourne (2012) had conducted a study regarding self-esteem in the students' academic performance. The results showed that there is a positive correlation between self-esteem and academic performance. Boys also had lower self-esteem than girls. Akinleke (2012) studies how student's anxiety and self-esteem can affect academic performance. The study respondents were given two sets of questionnaires, and their Grade Point Averages (GPA) from last year were also collected. Compared with each other, the results showed that low anxiety students had higher GPAs than those high in anxiety.

Also, there is a positive relationship between self-esteem and academic performance. Duru and Balkis (2017) study entitled "Procrastination, Self-Esteem, Academic Performance, and Well-Being: A Moderated Mediation Model." The present study examines the integrated effects of procrastination, self-esteem, and academic performance on well-being in a sample of Turkish college understudies. Results affirm earlier confirmation recommending that procrastination and self-esteem were imperative indicators of well-being. Results likewise showed that both procrastination and academic performance have direct and interactive effects

on self-esteem have immediate and intelligent consequences for Self-esteem.

Self-esteem interceded the connections between hesitation and prosperity. Besides, the roundabout impact of stalling on prosperity using intercession of confidence may fluctuate contingent upon scholarly execution. Discoveries were talked about regarding related writing, and further proposals have been made for future investigations. Furthermore, Duru and Balkis (2017) study incorporated the impacts of procrastination; academic performance and self-esteem on well-being have been researched. The accompanying conclusions can be drawn from the present examination: (a) procrastination harms self-esteem by interrupting academic performance; (b) confidence interceded the relationship between tarrying and well-being, and (c) the aberrant impact of dawdling on prosperity by the intercession of self-esteem is more grounded on account of poor academic performance.

This exploration added to the writing by proposing that dawdling does not have a defensive part for self-esteem. Moreover, it unfavorably influences students' self-esteem with their academic performance. The present investigation additionally exhibited how and when the stalling influences well-being of the students. In support of the previous studies, Bullare et al. (2017) studied self-esteem, extraversion personality, and academic performance among children from intact families and orphans. Determining the differences of self-esteem, extraversion personality, and academic performance among the children from whole families and children who are orphans, and determining the correlation between self-esteem and extraversion personality with academic performance among children from intact families children who are orphans are the priority of the study.

The findings concluded that there was no significant correlation between self-esteem and extraversion personality with academic performance. Moreover, there was an expanding population of orphans. As indicated by Onuoha, Munakata, SerumagaZake, Nyonyintono, and Bogere (2009), orphans mean individuals under eighteen who lost one of their parents or the two guardians. Numerous components can cause parental misfortune, including parental demise, separation or partition, and birth before marriage. Orphans regularly have a more significant duty at home, as they have to help in housework and deal with their kin's welfare. Thus, they tend to have higher self-sufficiency, self-esteem, and desire when contrasted with youngsters from the in-place family. In any case, they expressed that parental hardship can drastically bring down a kid's level of self-esteem. Naderi, Abdullah, Aizan, Sharir, and Kumar (2009) likewise contended that self-esteem connects with job success, academic performance, relational similarity, and general bliss.

The School of Engineering of Universidad Tecnológica del Perú in the third term of 2016, studied whether self-esteem and study habits correlate with academic

performance. Their study was descriptive observational, multivariate, or cross-sectional factorial. The study population comprises of 196 students and the sample size of 86 students. Luis Vicuña Peri's Study Habits Inventory and Coopersmith Self-Esteem Inventory and the average grades obtained by respondents were used for research variable measurement. Findings show that self-esteem does not significantly affect academic performance, but study habits do affect academic performance. (Chilca, 2017) According to Ogot (2017), his research established that students' academic performance depends on their self-esteem and current relationships.

Their study observed the extreme connection between academic performance and self-esteem. Students' high self-esteem leads to high grades. Research on students' life satisfaction and its effect on their academic performance was conducted to examine the literature on the connection between students' emotional health and their academic performance. Two hundred twenty-three students from a large rural high school in East Tennessee took a validated survey to assess their level of life satisfaction, and the results were tabulated to their averages to determine the significance level. There was a positive but weak correlation was found between the variables (Cagle, 2017).

3.0 Methodology

The study employed Ex-post facto research design. The study targeted students from public secondary schools in Nyeri County. Krejcie and Morgan (1970) formula was used to calculate the sample size of the students while Purposive sampling was used to select 25 teacher counselors making a total of 409 respondents. Data was collected using questionnaires, interview schedules and document analysis. The quantitative data from the questionnaire was first be subjected to preliminary processing through validation, coding and tabulation in readiness for analysis with the help of the statistical package for social science (SPSS) to analyze data. Descriptive statistics was presented using frequencies and percentages. Pearson Correlation Coefficient was employed to determine relationship that exists between the independent (Self-esteem, self-motivation, self-efficacy) variables and dependent variable (student academic performance). In addition, regression analysis was employed to test the relationships in the study. Qualitative data was transcribed, thematically classified and arranged before they are reported in narrations and quotations according to research objectives

4.0 Results

4.1 Relationship between Self-Esteem and Student Academic Performance

The purpose of the study was to establish the relationship between Self-esteem and student academic performance in public secondary schools in Nyeri County. To achieve this, the respondents were requested to indicate their degree of agreement on a five-point Likert scale items in the questionnaire on the relationship between Self-esteem and

Table 1. Relationship between Self-esteem and Student Academic Performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
I feel different from most people and wish I was more like them.	79	22.8	15	4.3	37	10.7	124	35.8	91	26.3
I always have confidence in school	58	16.8	20	5.8	13	3.8	173	50.0	82	23.7
I am an average student	47	13.6	76	22.0	2	.6	132	38.2	89	25.7
I like myself even when others don't.	38	11.0	53	15.3	59	17.1	150	43.4	46	13.3
I'm glad I'm who I am.	45	13.0	31	9.0	27	7.8	185	53.5	58	16.8
I worry about a lot of things.	17	4.9	206	59.5	14	4.0	66	19.1	43	12.4
I only partially believe in myself.	47	13.6	35	10.1	0	0.0	197	56.9	67	19.4
I never feel down in morale for very long.	38	11.0	5	1.4	45	13.0	133	38.4	125	36.1
I have confidence and participation class activities	16	4.6	82	23.7	0	0.0	133	38.4	115	33.2

Source (Field Data, 2021)

student academic performance. The responses of the study participants were tabulated and the outcome of the analyzed information is presented in Table 1

Table 1 shows that 124(35.8%) study participants agreed with the statement that they feel different from most people and wish they were more like them, 91(26.3%) respondents strongly agreed with the statement, 79(22.8%) participants strongly disagreed with the statement and 37(10.7%) participants were undecided on the statement while 15(4.3%) respondents disagreed with the statement. The study findings showed that most (62.1%) of the study participants believed that they feel different from most people and wish they were more like them. This implies that some students feel like cannot perform better in classwork like the other students. This finding is in agreement with the findings by Subon and Unin, (2020) who examined the relationship between self-esteem and academic performance of secondary students and found out that there were no differences in measured self-esteem between the gifted and non-gifted students. This was because students could feel they were comfortable when they are with their peers who perform better than them.

Further, 173(50.0%) study participants agreed with the statement that they always have confidence in school, 82(23.7%) participants strongly agreed with the statement, 58(16.8%) participants strongly disagreed with the statement and 20(5.8%) respondents disagreed with the statement while 13(3.8%) respondents were undecided on the statement. From the responses, it can be shown that majority (73.7%) of the study respondents believed they always have confidence in school. This implied that students always believe in their abilities. This finding concurs with the findings by Schonert-Reichl et al. (2015) who cited that the relationship between academic self-concept and beliefs about one's own perspective-taking is rarely examined, although one might argue that an overarching self-evaluation of one's abilities shapes one's self-evaluation of both one's academic abilities and one's social abilities.

The self-evaluation of academic abilities involves academic self-concept and the self-evaluation of social abilities involves beliefs about one's perspective-taking in social interactions and conflict situations. Students with an intention to invest in perspective-taking might hold a more valid, realistic academic self-concept that in many cases might be lower than a self-concept generated without such an intention. However, according to (Briñol, DeMarree, and Petty 2010), the views that each holds of self-ability may also play out in quite contradictory ways and explanations of difference are attributed, in part, to the differences in confidence with which persons hold their self-views.

Additionally, 132(38.2%) respondents agreed with the statement that they were average students, 89(25.7%) participants strongly agreed with the statement, and 76(22.0%) participants were in disagreement with the statement while 47(13.6%) participants were strongly in disagreement with the statement. The responses showed that majority (63.9%) of the study participants reported that they were average students. This finding agrees with the findings by Komarraju and Nadler (2013) who established that students with high levels of academic self-confidence had increased level of academic performance. Additionally, students with high levels of academic self-confidence welcomed challenges and showed a desire to learn, which have also been linked to academic performance (Komarraju & Nadler, 2013). Stankov, Lee, Luo, and Hogan (2012) found that self-confidence was a better predictor of performance than other factors. Consequently,

low academic self-confidence can lead to poor academic performance (Komarraju & Nadler, 2013; Stankov et al., 2012).

Similarly, 43.4% students agreed with the statement that they like themselves even when others don't., 15.3% study participants were in disagreement with the statement, and 13.3% of the participants were strongly in agreement with the statement and 17.1% of the participants were neutral while 11.0% of the respondents strongly disagreed with the statement. From the responses, it can be shown that a majority of the respondents at 56.7% believed that they like themselves even when others don't. According to Anderman and Patrick, 2012; Bong, Cho, Ahn, and Kim, (2012), students who are able to manage their emotional and psychological well-being belief in themselves more effectively through adaptability and self-regulation, both in academic and nonacademic settings, experienced a positive correlation to academic performance and available opportunities for growth.

Further, 53.5% of the study participants agreed with the statement that they are glad they are whom they are, 16.8% of the respondents were strongly in agreement with the statement, and 13.0% of the participants strongly disagreed with the statement and 9.0% of the respondents disagreed while 7.8% of the participants were neutral on the statement. The research findings showed that majority (70.3%) of the study participants believed that they are glad they are whom they are. This implies that most students are proud of their abilities. This finding is similar to Porter, (2017) who found out that self-esteem is crucial to everyone, we all need a positive self-esteem to feel proud of our performance. Positive self-esteem is when one is proud of whom you are. The habit of loving and appreciating when one achieves or loses something is what is referred to as high self-esteem. According to KICD, (2018), education is activated through the cognitive, psychomotor and the affective domain. The affective domain is enhanced through life skills education, self-esteem being one of the skills. The development of life skills is a life-long process that starts in early childhood and continues throughout one's life.

Notwithstanding, a majority 206(59.5%) respondents disagreed with the statement that they worry about a lot of things, 66(19.1%) participants were in agreement with the statement, 43(12.4%) respondents were strongly in agreement with the statement and 17(4.9%) participants strongly disagreed with the statement. As shown by the responses, majority (71.9%) of the respondents did not worry about a lot of things. Excessive worry, focused on multiple everyday events, is a basic cognitive characteristic of generalized anxiety disorder (American Psychiatric Association, 2013; Grol, et al., 2018). Further, basic characteristic of anxiety is emotionality which denotes increased physiological arousal and symptoms as well as affective reactions (Bonaccio, Reeve, & Winford, 2012; Brodish & Devine, 2009). Worry refers to a string of repetitive negatively affect-laden images and thoughts that are difficult to control (Thompson, Webber, & Montgomery, 2002; Barahmand, 2008). Worry represents an effort to engage in mental problem solving of a problem whose consequences are vague or uncertain and may influence student academic performance (Grol, et al., 2018)

Similarly, 197(56.9%) respondents agreed with the statement that they only partially believe in themselves, 67(19.4%) respondents strongly agreed with the statement and 47(13.6%) respondents strongly disagreed with the statement while 35(10.1%) respondents disagreed with the statement. The responses, shows that majority (76.3%) of the study

respondents believed that they only partially believe in themselves. According to Benabou&Tirole (2002) self-confidence has its effect on motivation and can change humans' behavior and is considered as a factor for students' problem-solving skill at the university. In addition to that Palavan (2017) states that students' lack of self-confidence affects students' motivation negatively and when education becomes compulsory student may show negative attitude toward learning. These are the key causes and inspirations for conducting the research. Because if students' poor performance continues, the intended outcomes set out the respected departments and effective curriculum is not possible to be achieved. Tunçel (2015) suggest language teachers to develop their students' selfconfidence and avoid those behaviors which lower students' self-confidence

Moreover, 133(38.4%) respondents agreed with the statement that they never feel down in morale for very long, 125(36.1%) study participants strongly agreed with the statement, 43(12.4%) participants were in disagreement with the statement while 45(13.0%) respondents were neutral on the statement. From the responses, it emerged that majority of the respondents at 74.5% believed that they never feel down in morale for very long. This finding is similar to the finding by Kern and Bowling (2015) who made a survey of law students whose moral competencies were measured using a Values in Action Character Strengths Inventory. Like Luttamaguzi (2012), Kern and Bowling (2015) used CGPA to serve as a measure of students' academic performances, in both studies results showed a positive relationship between student moral and academic performance.

On the statement that they have confidence and participation class activities, 133(38.4%) study participants were in agreement with the statement, 115(33.2%) participants were strongly in disagreement and 82(23.7%) respondents disagreed with the statement while 16(4.6%) respondents strongly disagreed with the statement. The responses showed that a majority (71.6%) of the respondents believed that they have confidence and participation class activities. Several studies concur with this finding; For instance, Benabou and Tirole (2002) point out that there is still one big challenge that students are having as their vulnerability in learning is the lack of self-confidence which can adversely affect the learning of any students. According to Rubio (2007) due to low self-confidence many psychological barriers such as feeling of insecurity, fearfulness, having anxiety, and feeling apart from the society are possible barriers that may arise for a student during the class which can adversely affects the performance of individual. They can consequently be leading an individual being distracted from the learning process.

4.4.1. Correlation Coefficient between Self-esteem and Student Academic Performance

Hypothesis stated that there is no significant relationship between Self-esteem and student academic performance in public secondary schools in Nyeri County. This hypothesis was further tested using Pearson Correlation analysis and the results are presented in Table 2.

Table 2. Correlation Coefficient between Self-esteem and Student Academic Performance

	Student performance
Student self esteem	r = .800**
	p = .000
	n = 346

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that there was a significant positive correlation between Self-esteem and student academic performance(r =

.800; p = .000). At 95% confidence level, the r value was .800 showing a strong correlation between Self-esteem and student academic performance. Therefore, the null hypothesis which stated that there is no significant relationship between Self-esteem and student academic performance was rejected and the alternate accepted. This implies that there is a significant positive correlation between Self-esteem and student academic performance.

On interviewing teacher counsellors, one of the participants P2 said;

'Some of the students exhibit certain behaviours, for example they tend to isolate and dissociate with other students on social matters like playing and doing collaborative activities and following on their academic performance, most of them perform poorly in their examination'

This statement shows that one of the attributes of low Student academic performance in Nyeri county is related to Low students' self-esteem. According to Shores (2019), A student's self-esteem has a significant impact on almost everything he/she does -- on the way he/she engages in activities, deals with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, his/her ability to focus, and his/her willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning.

5.0 Conclusion

Based on the findings, the study established that there was a significant positive correlation between Self-esteem and student academic performance (r = .800; p = .000) At 95% confidence level, the r value was .800 showing a strong correlation between Self-esteem and student academic performance. This meant that low self-esteem among students affects their academic performance negatively. The study therefore recommended that there is need for the teachers and education stakeholders in the ministry of education and beyond should give great attention to student self-concept as it affects student academic performance in schools.

6.0 References

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