

## INTRODUCTION

This research embarks on a nuanced journey to unravel the intricate relationship between a student's self-perceived worth and their scholastic achievements. Investigating how a student's perception of self-worth influences their educational outcomes, we delve into the psychological aspects that may impact learning, motivation, and overall scholastic achievements. By examining the relationship between these variables, we aim to gain valuable insights that can inform educational strategies and support systems for students navigating the challenges of high school. The influence of self-esteem on their academic endeavours becomes a pivotal aspect that merits profound examination.

The World Health Organization (WHO) defines adolescence as the age group of 10 to 19 years. This period is marked by physical, psychological and social changes and is generally divided into two phases early teens between 15 and 19 years. This life phase has high priority importance because it gives many life keys in time that determine the direction for the future social, economic, biological and demographic events.

In 1916, G. Stanley Hall, the father of adolescent research, published *Adolescence*. This book marks the beginning of a systematic exploration, both empirically and theoretically, of adolescence as a unique period of the life-span.

In adolescence, transitional stage of physical and psychological development between childhood and adulthood, typically characterized by rapid growth, hormonal changes, and identity exploration. Adolescents experience rapid physical, cognitive and psychosocial growth. This affects how they feel, think, make decisions, and interact with the world around them. The original 1482 definition of adolescence referred to a period between childhood and adulthood that extended between ages 14 and 25 years in males and 12 and 21 years in females. Self-esteem is related to school performance and delinquency. Adolescents with low self-esteem are more likely to do poorly in school, to become pregnant, or to impregnate a partner.

We look at risks and problems that arise during the teenage years, as well as at characteristic strengths of adolescence with hormonal and neurological changes that occur, psychological and emotional changes and increased cognitive and intellectual abilities both are interconnected.

## ***Self – Esteem:-***

William James and Mead was the pioneer behind the self- esteem idea. They expected that self- esteem was identical to the progress of an individual which is partitioned by their assumptions. Self-determination theory sees self-esteem as an indicator of whether our psychological needs are met.

Following the work of Abraham Maslow and his hierarchy of needs, people psychologically require connections with others, fulfilment of desires regarding personal growth, and autonomy. Understudies confidence would be scholarly achievement partitioned by how well one thinks the person must do. This keeps on impacting the comprehension of self-esteem.

Coopersmith (1967) referred to prove supporting the significance of self-esteem. He concluded that individuals with insecurities and dishonour consider themselves as inferior and unfit to create inward assets to advance their circumstance. Sensation of mediocrity might result in the event that it doesn't meet individual desires. In his precursors of self, he recommended four factors that add to the advancement of confidence.

Rosenberg did a research of adolescent self-esteem in 1979 and came up with three self-esteem classifications: the existing self, the aspired self, and the presenting self. Rosenberg warns that no one understands the true self, but that each person constructs and interprets self- images. He distinguished between self-assurance and self-esteem. Self-esteem, in his opinion, is more of an affective sense of efficacy.

The self-improvement movement suggested by Carl Rogers and others in the 1960s and 1970s, which saw students' self-esteem as the fundamental source of academic accomplishment. Self-esteem means feeling good about yourself. People with self-esteem feel liked and accepted. They're proud of what they do and believe in themselves. People with low self-esteem are hard on themselves and think they're not good enough. The good news is that you can boost your self-esteem. Self-esteem refers to how much a person likes (esteems) herself or himself. Some behaviours strongly suggest high or low self-esteem; for example, a person with high self-esteem is unlikely to attempt suicide. However, some people whose talents and achievements appear to give them every reason to like themselves do not.

Adolescents have varying levels of self-esteem, which appears to be influenced by such factors as gender, ethnicity, and social class. It can also vary within an individual -- an adolescent may have different levels of self-esteem in different domains such as social, scholastics, athletics,

appearance, and general conduct and actions. Self-esteem is an overall evaluation of the person's value, expressed in a positive or negative orientation towards himself. Its development starts from birth and is constantly changing under the influence of experience. Self-esteem is a part of our personality and in order to raise it we need to have a sense of personal worth coming from those life challenges that demonstrate our success. Self-esteem has two elements – self-knowledge and self-awareness. It includes the individual's perceptions about their own strengths and weaknesses, abilities, attitudes and values. Its development starts at birth and is constantly developing under the influence of experience. Especially important is the role of self-esteem in the process of adolescence. During this period, it correlates with both academic achievement and mental health.

Programs designed in the 1960's to boost adolescents' self-esteem were primarily focused on making individuals feel good about themselves in general. According to Rosenberg (1965a), self-esteem is one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself. In contrast, current programs focus on specific aspects of self-esteem. For those concerned with increasing adolescent self-esteem, which appears possible to do, the suggestions below have been supported by recent research. However, no one should work at raising adolescents' self-esteem for the purpose of reducing problem behaviour. The main point to remember about increasing self-esteem is that telling someone to have high self-esteem will not do it. Adolescents will feel better about themselves if they experience success in domains they care about and are praised for that success by people they respect.

### ***Academic performance:-***

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

The theory of academic performance emanates from Elger (2007), and the author described 'perform' as an ability to produce a valued result and 'performer' as an individual or a group that engages in collaboration while the level of performance as the location in an academic journey. Academic performance of students is the centre around which the whole education system revolves. The success and failure of any educational institution is measured in terms of academic performance of students. Not only the schools, but parents also have very high

expectations from students with respect to their academic performance, as they believe that better academic results may lead to better career options and future security. Academic performance refers to the knowledge attained and designated by marks, assigned by teacher. In educational context, academic performance is the educational goal to be achieved by a student. Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals.

Academic anxiety and academic achievement were inversely and significantly related to each other. Academic performance of an individual is influenced by various factors such as personality, intellectual ability, environment. In reality, these inspire them to develop a sense of purpose and perceive the school experience as being personally relevant. Granting the importance of academic performance is rarely questioned, however the factors that influence and mediate it have been elusive. In reality, amongst the various predictors of academic performance, there are likely to be some interactions between each other, and therefore the effect of one factor on the academic performance may be indirectly reflected through others.

Thus, the studies surveyed support the hypothesis that student academic performance depends on a number of factors. Findings from studies identify students' effort/persistence, academic ambition, previous grades, parents' education, parents academic ambition for their wards sex of the child, age of student, peer influence, and personal effort, academic ambition as factors that have a significant influence on the students' academic performance. Academic performance is influenced by multitude factors. However, little is known about their relative importance and how they evolve over time. The purpose of the present study was to determine the relative importance of cognitive control, physical, psychological and sociological factors as well as lifestyle habits in predicting academic performance in high school students using cross sectional and longitudinal approaches.

Walberg's theory of academic achievement posits that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes.

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests. Academic performance is the extent to which a student has achieved their short or long-term educational goals. The results revealed that low entry grades, family support, accommodation, student gender,

previous assessment grade, student internal assessment grade, GPA, and students' e-learning activity are the most significant factors influencing students' academic performance.

Academically good students have better employment benefits, higher income, higher self-esteem and self-confidence, low levels of anxiety and depression, and are less likely to engage in substance abuse. Walberg's theory of academic achievement posits that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes.

The relationship between self-esteem and academic performance during adolescence can be complex. Generally, higher self-esteem is associated with better academic outcomes, as it may contribute to increased motivation, resilience, and a positive attitude towards learning. Conversely, low self-esteem can be a barrier, potentially leading to decreased motivation, poorer academic performance, and a heightened susceptibility to stress. Positive reinforcement and a supportive environment can foster a healthy sense of self-esteem, positively influencing academic endeavours.

Research on self-esteem shows that the relationship between stress and self-esteem is inextricably linked and that self-esteem can affect many areas of life, including academic and professional success. As a result, the lower a college student's self-esteem falls, the worse he or she performs academically. The Result revealed that there is a significant difference in the academic performance of students with high self-esteem and students with low self-esteem. It can be concluded from the result that students with high self-esteem perform better in school work than students with low self-esteem.

### ***Rationale of the study :-***

Adolescence is critical link between childhood and adulthood, characterized by significant physical, psychological, and social transaction. The relationship between self-esteem and academic performance in high school students to understand how self-esteem levels may influence a student's motivation, resilience, and overall psychological well-being, ultimately shaping their academic outcomes. Insights from this study can inform educational interventions and support systems to enhance adolescents' self-esteem and, consequently, their academic success.

