

## **DISCUSSION**

The purpose of the study was to examine the relationship between academic performance and self esteem among adolescence. Participant in the study completed the following scale: Academic performance scale (APS) to examine the academic performance of the students and Rosenberg Self-Esteem Scale (RSE) In order to find out how much self-esteem students have and how it affects their academics.

The hypothesis in this study asserted that there is a significant relationship between academic performance and self esteem. Based on the result of the stud, it was found that there was a positive influence between self esteem to academic performance, thus hypothesis I can be accepted. Elevated self-esteem correlates with enhanced academic performance, while diminished self-esteem corresponds to decreased academic achievement, significantly impacting overall academic outcomes. Therefore, academic performance is related to students' self-esteem.

This study is supported by the previous year studies conducted by Rosli et al., (2012) in which they found that students with higher self-esteem perform better in their academic self-esteem score and body area satisfaction was significant and self-esteem and stress is inversely significant. In a study conducted by Lane et al., (2004) they found that 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. Which indicates that this study's findings are consistent with that of previous year studies.