

Relationship between Self-Esteem and Academic Engagement among Adolescents at Secondary School Level

Dr. Munwar Bagum

Assistant Professor, Department of Education, Institute of Southern Punjab, Multan, Punjab, Pakistan

Qamar-un-Nisa

Institute of Southern Punjab, Multan, Punjab, Pakistan

Dr. Sadia Jamil

Lecturer, Department of Education, GCW University, Faisalabad, Punjab, Pakistan

Iqra Batool

B.Z.U Multan, Punjab, Pakistan

Dr. Muhammad Javed Aftab

Assistant Professor Department of Special Education, Division of Education (DOE), University of Education, Lahore, Punjab, Pakistan.

Dr. Asma Islam*

Assistant Professor of Sociology, Department of Sociology, Riphah International University, Faisalabad, Punjab, Pakistan

*Corresponding author: drasmaislam@gmail.com

Abstract

Self-esteem is a life skill that is highly appreciated. In order to engage effectively in society, people must first evaluate them and then acquire the knowledge, abilities, and attitudes necessary. The major purpose of this study was to investigate the “self-esteem and academic engagement among adolescents”. The research was conducted at District Multan. The study focused on determining the relationship between self-esteem and academic engagement among adolescents’ students’ opinion’ at secondary school level. Researcher used the methodology regarding co-relational research and research tool was developed in questionnaire form with a five-point Likert scale to find results on the basis of findings and conclusion. A total of 3475 students’ sample was taken from target population after the analysis of data, it was found that Overall Academic Engagement among Adolescents and Overall Academic Engagement and Self Esteem Feelings having the linear relationship to each other’s. Similarly, it was also found from that both the factors self-esteem and academic engagement among adolescents having p-value less than the 0.05 which showed that it was significant. It was recommended Institutions should focus on making pleasant things useful – educational self-esteem and academic engagements process and promoting as a tool not only for communication and entertainment but also for learning.

1.Introduction

Self-esteem refers to how we perceive and appreciate ourselves. It is founded on our views and beliefs about ourselves, which are sometimes challenging to alter (Bagei, 2016; Bandura, 1997). Your level of self-esteem affects how you feel about yourself, how you make choices, and how you assert yourself. At all societal levels of development, self-esteem is a life skill that is highly appreciated. In order to engage effectively in society, people must first evaluate them and then acquire the knowledge, abilities, and attitudes necessary (Bonwell & Eison, 1991; Brooks et al., 2013; Collie et al., 2016; Davvey, 2005; Epstein & Sander, 2000; Goss et al., 2017; Zimet et al., 1988). Kholode (2009) asserts that a person’s level of prosperity, welfare, and security is influenced by their level of self-esteem education. It is the cornerstone of social and economic progress as well as one of the main ways to enhance personal wellbeing.

According to Greeno (2001) self-esteem is always associated with superior performance in tasks and at work. The learners’ relationship with the facilitator may be strengthened if they value themselves. As a result of the relaxed atmosphere, the students may

benefit more from the teacher (Bonwell & Eison, 1991; Zimmerman, 2010). Additionally, it lessens behaviors known to impair performance, such as truancy, absenteeism, drug and alcohol misuse, and teen pregnancy. Character development starts with a healthy sense of self. High self-esteem students are better at managing and utilizing their free time. Additionally, kids have the ability to choose dependable mates who will help them succeed in school (Oxford, 2016; Kie, 2008).

Self-esteem is an emotional evaluation of one's own worth or attitude toward oneself. Students who have high self-esteem are adept at negotiating with others (Mckown & Weinstein, 2008). They value other people's perspectives and listen to them. They also have a lot of friends because they practice nonviolent conflict resolution (UNESCO, 2000). Students have a positive relationship with their teachers, which allow them to consult with them in the event of academic difficulties or to complete assignments on time (Dondo, 2005).

They view exam failure as a springboard for success. This means that people try harder to perform better when they don't. Self-esteem has become a common concept, claims Heaven (2005). On the basis of the idea that having a healthy sense of self will result in a variety of positive outcomes and advantages, educators, parents, therapists, and others have focused their efforts on boosting self-esteem. This study evaluates this theory critically.

The impacts of self-esteem are complicated by a number of circumstances. Many persons with high self-esteem overstate their talents and admirable qualities, which are indisputable indicators of success. A broad category, positive self-esteem includes both those who freely acknowledge their virtues and those who are egotistical, defensive, and pompous. It is not clear from the association between self-esteem and academic achievement that having a high sense of self is a prerequisite for success (Judge & Bono, 2001).

Self-esteem has not been proven to predict the caliber or longevity of partnerships. Guindon (2002) asserts that individuals with high self-esteem are more inclined to speak up and offer criticism of the group's strategy. Although self-esteem is not a primary cause of leadership, it may have a secondary impact. In terms of group favoritism, which may enhance bias and discrimination, people with good self-esteem perform better than those with negative self-esteem.

Self-esteem, whether it is great or low, does not immediately induce violence. The wounded pride that results from narcissism makes people more aggressive. Externalizing conduct and delinquency might result from low self-esteem.; however, when other variables are controlled, the influence of self-esteem is either absent or has no effect. Self-esteem and contentment go hand in hand (Rosenberg, 2001). Happiness does grow with a healthy sense of self.

In some circumstances, depression is more likely to result from low self-esteem than from strong self-esteem. Negative self-esteem is typically felt during times of prosperity, whilst positive self-esteem lessens the impacts of stress. High self-esteem results in happy outcomes regardless of stress or other situations. According to Kie (2008), the cognitive, psychomotor, and affective domains are stimulated during education. The affective domain is improved by life skills education, and one of those skills is self-esteem.

The process of learning life skills starts in early childhood and lasts the whole of one's life. By applying their knowledge, skills, and beliefs, students who participate in life skills education are better able to cultivate good attitudes toward both themselves and others. This enhances kids' capacity for rational decision-making and social interaction (Bandura, 1974). Knowing oneself and living with oneself, which encompasses self-awareness, self-esteem, coping with emotions, and coping with stress, are the three main areas of life skills (Bandura, 1994).

Along with the ability to make wise decisions, there is also the ability to understand and get along with people. Where life skills education is adequately developed and used, it can

enhance societal well-being and encourage students to have a positive view and behave in a healthy way (2006). The value a person sets on herself in relation to other people is known as self-esteem. It also involves one's self-perception and beliefs. It may also imply that one accepts both their strengths and shortcomings and believes they are deserving of respect from others.

Building on strengths and making up for flaws is something that may be learned with self-esteem. For pupils to sustain their academic success, a healthy sense of self-worth is essential. Mutuma (2007). Depending on how one views their value, one's perception of someone else's self-esteem may be either negative or positive. Dondo (2005). The degree of self-esteem a person has is based on the value they place on themselves. This degree of self-worth can affect how well one performs in a number of life circumstances. Self-esteem should not be at either extreme (Brophy, 1982).

When evaluating their worth, people with high self-esteem think they are better than other people. This may lead to negative tendencies like conceit, egotism, and trouble getting along with others. Such actions might have an effect on a person's academic success. Rosenberg (1965) defined self-esteem as the evaluation of a person's attitudes and beliefs about his or her skills and ideals. Self-esteem is frequently shaky during adolescence due to the numerous changes in roles and responsibilities that occur (Castro et al., 2015).

According to Schunk (2003) viewed student's assessment of their ability to complete an academic task. Academic self-efficacy showed students' cognitive competence in their academic courses, according to Alivernini and Lucidi (2011), and it predicted academic achievement. Academic self-efficacy has an impact on student academic engagement. (Liu et al., 2017). Students' perseverance and effort in the classroom are influenced by their academic self-efficacy. Students with high levels of academic self-efficacy commit to higher goals and academic standards, have stronger tolerance to discouragement, and exhibit greater persistence when faced with problems than do students with low levels (Wright et al., 2012). Students' academic self-belief may have an impact on how engaged they are with class activities and learning objectives (Eccles & Wigfield, 2002).

While students who lack self-confidence will be less committed to their studies and are more likely to drop out, the latter group will put forth more effort in academic activities. According to "Self-Esteem and Academic Participation," self-esteem significantly affects academic engagement. Self-esteem affects what internal mechanism governs this interaction. Academic self-efficacy is a motivational characteristic that can trigger and maintain adaptive learning practices, claims self-efficacy theory (Ruzek et al., 2016).

To understand how self-esteem influences adolescent academic involvement through academic self-efficacy, more study is required. Judge and Bono distinguish self-efficacy from self-esteem (2001). Self-esteem is a positive assessment of one's importance and value; it is how one feels about "being a human." Self-efficacy is the evaluation of a person's ability to "do things" based on their past performance in particular tasks. It also refers to speculation and assessment of a person's aptitude for carrying out a specific activity. Self-esteem and academic self-efficacy have a very positive link (Batool et al., 2017).

Hlavani and Partners (2015) Students who have higher academic self-efficacy also tend to have higher levels of self-esteem. Given that both self-esteem and academic self-efficacy have an impact on a person's academic engagement, it is expected that academic self-efficacy will play a cross-sectional function between the two. Generally speaking, one's self-esteem rises as they feel better about themselves, and vice versa (Obidigbo & Obidigbo, 2010).

Success causes self-esteem to vary. According to Coppersmith, our self-esteem affects how we feel about ourselves and how we think about ourselves (1967). According to Lefton (2007), persons with unstable, fluctuating self-esteem react more strongly than those with a stable and secure sense of self-worth to both positive and bad life events. The way people

conduct their daily lives has an effect on how valuable they feel (Dweck, 1999; Obidigbo, 2006).

People who feel good about themselves are happier, healthier, more successful, and more productive. They are more likely to complete difficult tasks, sleep better at night, and suffer from fewer diseases such as ulcers (Obidigbo et al., 2006). They are also more tolerant of others and less likely to succumb to peer pressure. People with healthy self-esteem can be realistic about their goals, accept criticism, learn from their mistakes, and be adventurous (Obidigbo, 2011).

By capturing students' attention, the use of magic tricks in the classroom makes learning more enjoyable and can motivate an interest in the lesson being taught Wilson (2002). According to Flink et al. (1990) by designing activities that stimulate learning, teachers can capture students' attention and motivate them to learn. Marzano (2003) recommends including engaging activities in his four action steps to boost motivation. This study is significant in that it investigates how students perceived their classroom and their relationship with their teacher in terms of fostering their self-esteem.

Self-esteem may be high or low. In their daily lives, people who have high self-esteem take part in a number of activities. Their zeal and vitality are contagious. They put a lot of effort into resolving their issues and overcoming the obstacles that life presents. They don't have an inferiority complex since they are adaptive, accept themselves as they are, and accept others as they are. Envious, insecure, doubtful, and resistant to change are all traits of those with poor self-esteem (Fredrick, 2013; Gettinger & Walter, 2013).

There are numerous challenges for students who have low self-esteem. According to Kholode (2009), self-esteem education influences people's levels of prosperity, welfare, and security. It is the foundation of economic and social development, as well as a primary means of improving individual well-being. Self-esteem is a personality characteristic linked to the ideas of self-conscience and self-image. Self-esteem is one personality feature that can be regarded of as a continuum or bipolar dimension (Boykin & Noguera, 2011; BrennerMistry, 2007).

Numerous grades and levels are represented in this spectrum of individual variances. Self-acceptance is a basic human need. To be happy, one has to have a high self-esteem rating. The importance of self-esteem was in predicting emotional health (Baumeister et al., 2003). Feelings of worthlessness, inferiority, and emotional instability are brought on by low self-esteem, and they make people unhappy with their lives. Respondents with low self-esteem generally view a variety of things negatively, including other people and their own situations (Mackinnon, 2015).

Low self-esteem is characterized by a lack of positive resources within oneself, ongoing internal conflict, a careful and guarded way of living, and confusion or ambiguity in one understands of oneself. They are susceptible to events and shifting situations because they lack a distinct, cohesive, and consistent idea (Baumeister, 1993).

2. Research Objectives

The objectives of the study were,

1. To analyze the perception of students' regarding self-esteem at secondary level.
2. To analyze students perception of their academic engagement at secondary level.
3. To find out the relationship between self-esteem and academic engagement of student's at secondary level.

3. Method and Procedure

3.1 Study Design, Population and Sample

The correlation research design was used in this study. This design is used by researchers to establish a connection between two or more variables and/or to investigate if they influence one another (Creswell, 2012). The Population of this study was consisted of all

the male and female students ‘public and private higher secondary schools of District Multan. Detail of total male and female students’ of public and private higher secondary schools is shown in Table 1.

Table 1

Population of study of schools

Tehsil	Public		Private		Total
	Male	Female	Male	Female	
Jalal Pur Peer Wala	35	24	21	07	87
Multan City	34	40	35	37	146
Multan Sadar	15	06	48	27	96
Shuja Abad	13	12	31	05	61
G. Total	97	82	135	76	390

Table 1 showed the data about population selection based on tehsil level and gender. From Table 1, it was depicted that there were four tehsil i.e. Jalal Pur Peer Wala, Multan City, Multan Sadar and Shuja Abad having schools based population as in Jalal Pur Peer Wala, there were 35 Male and 24 Female public schools and 21 Male and 7 Female Private Schools. Similarly, Table 1 also showed that there were 34 male and 40 female public and 35 male and 37 female private schools were included as population in the study. Table 1 also displayed that from Multan Sadar, there were 15 male and 6 female and 31 male and 5 female schools were taken as population and from Shuja Abad tehsil, 13 male and 12 female public schools and 31 male and 5 female private schools were the population of the study. From Table 1, it was also concluded that from Jalal Pur Peer Wala 87 (22.30%), from Multan City 146 (37.43%), Multan Sadar 96 (24.61%) and Shuja Abad 61(15.64%) schools were taken as a population of study. Moreover, 390 schools from all four tehsils of district Multan including male and female of public as well as private schools were the population of the study and same data was also showing in Figure 1.

Figure 1

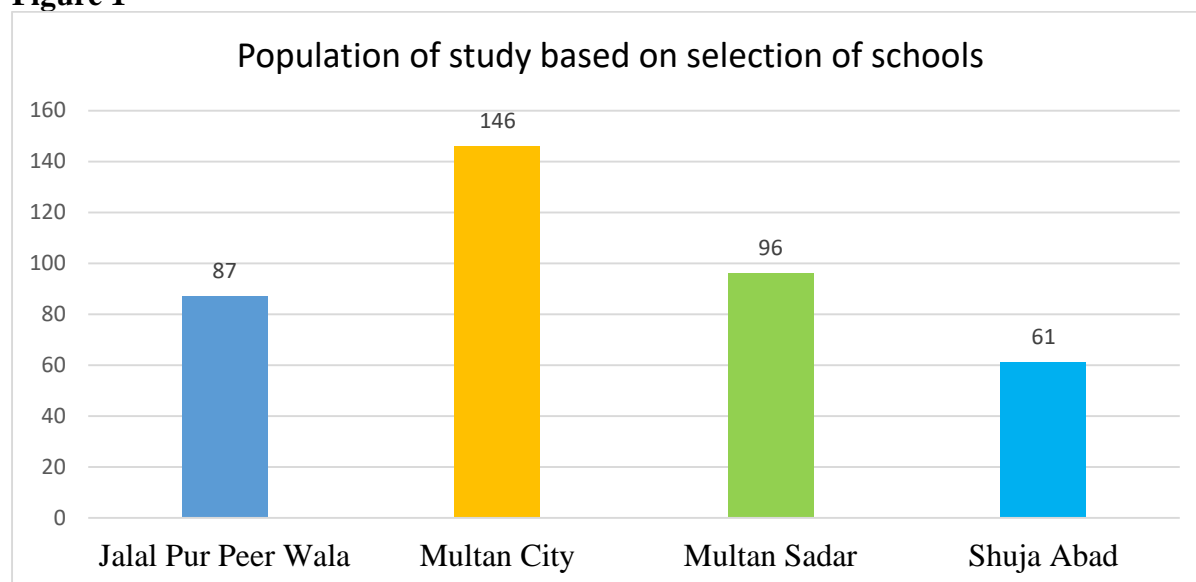


Table 2*Population of study of students*

Tehsil	Public		Private		Total
	Male	Female	Male	Female	
Jalal Pur Peer Wala	569	458	380	306	1713
Multan City	521	476	455	402	1854
Multan Sadar	435	374	388	301	1498
Shuja Abad	322	365	342	256	1285
G. Total	1847	1673	1565	1265	6350

Table 2 showed the data about population selection of students based on tehsil level and gender. From Table 2, it was depicted that there were four tehsil i.e. Jalal Pur Peer Wala, Multan City, Multan Sadar and Shuja Abad having students based population as in Jalal Pur Peer Wala, there were 569 male students and 458 Female public students and 380 male and 306 female private students. Similarly, Table 2 also showed that there were 521 male and 476 female public students and 455 male and 402 female private students were included as population in the study. Table 2 also displayed that from Multan Sadar, there were 435 male and 374 female students and 388 male and 301 female schools students were taken as population and from Shuja Abad tehsil, 322 male and 365 female public students and 342 male and 256 female private students were the population of the study. From Table 2, it was also concluded that from Jalal Pur Peer Wala 1713 (26.97 %), from Multan City 1854 (29.19 %), Multan Sadar 1498 (23.59%) and Shuja Abad 1285 (20.23%) students were taken as a population of study. Moreover, 390 schools from all four tehsils of district Multan including male and female of public as well as private schools were the population of the study and same data was presented in graphical form in following Figure 2.

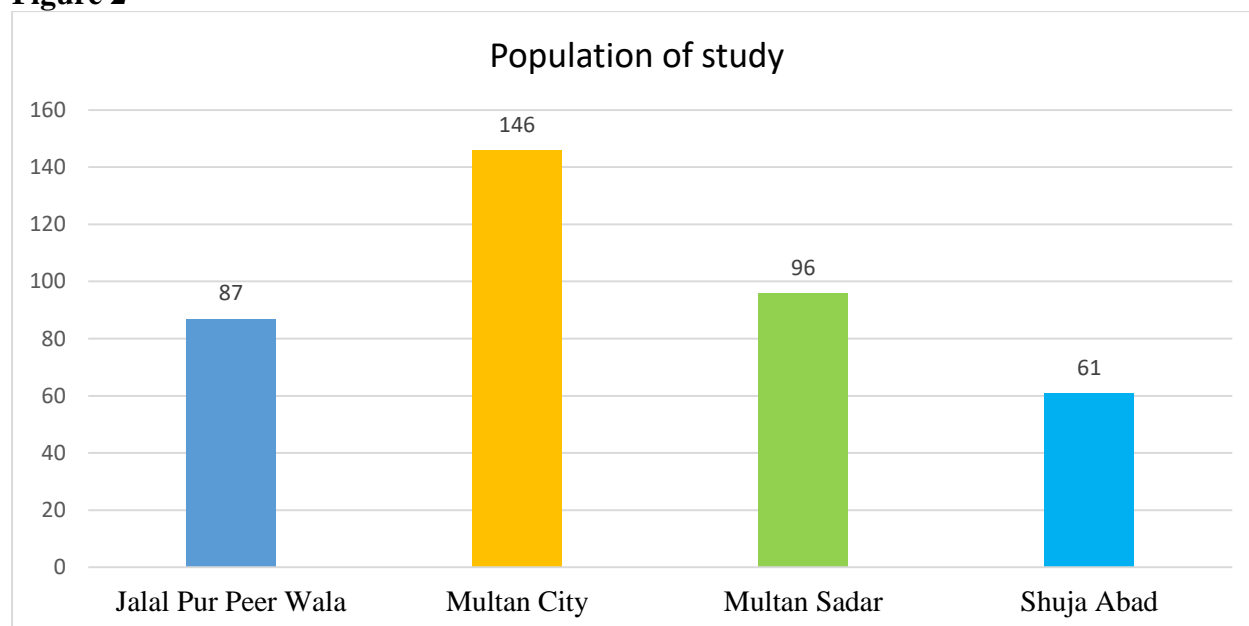
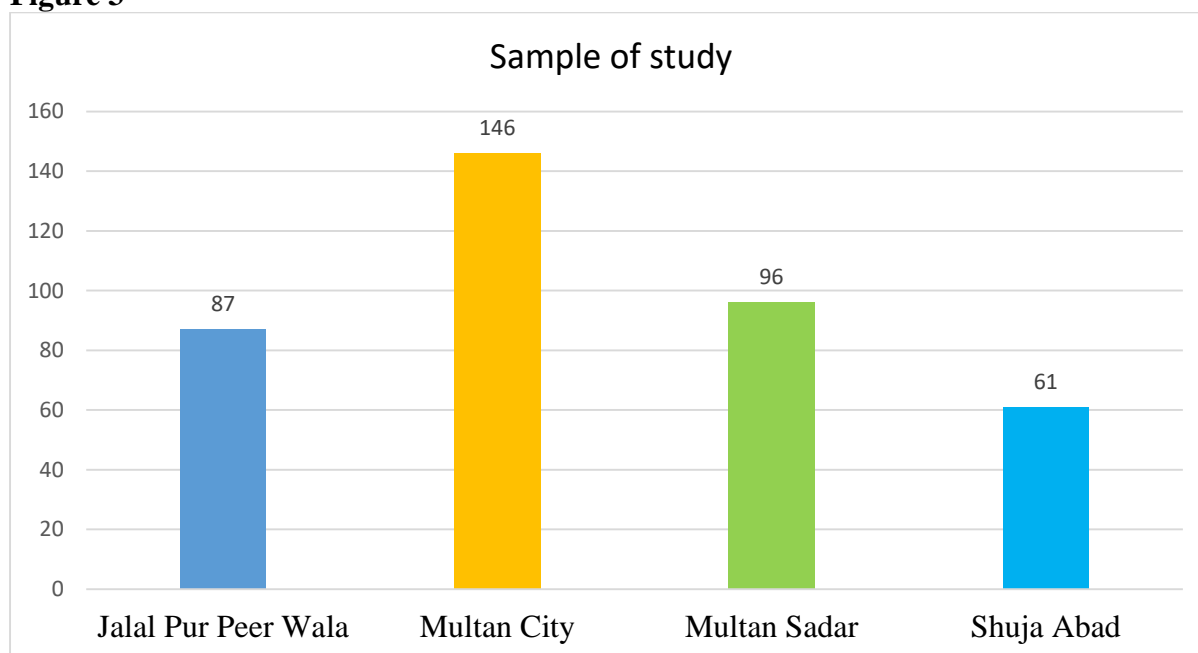
Figure 2

Table 3*Sample of study of students*

Tehsil	Public		Private		Total
	Male	Female	Male	Female	
Jalal Pur Peer Wala	258	99	350	357	1064
Multan City	147	232	167	166	712
Multan Sadar	219	158	262	94	733
Shuja Abad	292	73	218	365	948
G. Total	916	562	997	982	3457

Table 3 showed the data about sample of students of study based on tehsil level and gender. From Table 3, it was depicted that there were four tehsil i.e. Jalal Pur Peer Wala, Multan City, Multan Sadar and Shuja Abad having students based sample as in Jalal Pur Peer Wala, there were 258 male students and 99 female public students and 350 male and 357 female private students. Similarly, Table 3 also showed that there were 147 male and 232 female public students and 167 male and 166 female private students were included as population in the study. Table 3 also displayed that from Multan Sadar, there were 219 male and 158 female students and 262 male and 94 female schools students were taken as population and from Shuja Abad tehsil, 292 male and female public students 73 and 218 male and 365 female private students were the population of the study. From Table 3, it was also concluded that from Jalal Pur Peer Wala 916 (26.49%), from Multan City 562 (16.25%), Multan Sadar 997 (28.84%) and Shuja Abad 365 (10.55%) students were taken as a population of study. Moreover, 390 schools from all four tehsils of district Multan including male and female of public as well as private schools were the population of the study and same data was also shown in following Figure 3.

Figure 3

3.2 Tool Development and Validation

The adopted questionnaire was used in the current study. The researcher adapted questionnaire from the self-esteem scales developed by Heatherton and Polivy (1991) and academic engagement by Abid and Akhtar (2021). The questionnaire began with a brief explanation of the study's goal and a definition of self-esteem and academic engagement. Instead than focusing on a single platform, students in the present research were asked to provide information on personal experiences with various forms of self-esteem and academic engagement.

The survey form was divided into two parts and each part divided into 2 sections. Section 1 requested biographical information like as age (ordinal), gender, category), and self-esteem and confidence (i.e. participants were demanded to tick at least one type from Sections 2 contained remarks on the self-esteem and aspect of self-respect, section 3 contained self-esteem and emotional skills and 4 section contain self-esteem and self believes. These comments were graded on a five-point Likert scale, (1 = strongly disagree and 5 = strongly agree). There were a total of 39 statements. The part 2 questionnaire was also divided into 2 sections in this part 1 section was based academic engagement among adolescents and 2 section based on academic engagement and self-esteem feelings 21 items were included in this section.

Three senior instructors assisted in determining the scale's and subscales' content and face validity. All three qualified teachers reviewed the questionnaire items separately and made recommendations. All experts provided positive feedback on the questionnaire's structure, wording, and formulation.

To make additional refinements, the questionnaire was pilot tested with 150 randomly selected students from Multan. Participants representing both male and female students and teachers were specifically asked to highlight any difficulties with the language and understanding of the questionnaire items. In general, participating students reported that the language of all the items was basic and easy to grasp. Cronbach's alpha was applied to assess the questionnaire's reliability. The findings show that the instrument has a reliability of 0.96. This indicates that the questionnaire's reliability was acceptable. In general, a minimum percentage of reliability of 0.70 is required for research instruments.

3.3 Tool Administration and Data Collection

The researchers obtained approval from the respective Principals before conducting the questionnaire to students. The researcher distributed the questionnaire to all students sample students at their various schools during working hours, either personally or with the assistance of friends. The entire data collecting procedure took about four months to complete and responses received were 3475 students. The information was coded and organized into themes that were pertinent to the questions and goals of the study. A 5-point Likert scale was used to evaluate the assertions, with 1 indicating strong disagreement, 2 indicating disagreement, 3 indicating no opinion, 4 indicating agreement, and 5 indicating strong agreement. After the data collection the procedure of statistical analysis was carried out. Analysis was done via using both the descriptive and inferential statistics. Descriptive technique (i.e., mean, standard deviation and percentage) was adopted to calculate students' research efficacy in their learning process. Inferential statistics (i.e.; t-test, independent samples and ANOVA) were performed to calculate difference in students' perception towards the self-esteem and academic engagement adolescents.

First, descriptive statistical tests were performed to examine the views of students towards the self-esteem and academic engagement adolescents. Second, Independent-samples t-test was applied to analyze gender variations in students' and students' attitude toward self-esteem and academic engagement. Third, One-way between-groups ANOVA were applied to examine schools sectors, and age-based differences between respondents' opinions regarding self-esteem and academic engagement.

3.4 Data Analysis and Results

Table 4

Descriptive analysis of demographic information of participants

SR. #	Factor	factor	Frequency	Percent
1	Tehsil	Jalal Pur Peer Wala	628	22.6
		Multan City	711	25.6
		Multan Sadar	733	26.4
		Shujabad	701	25.3
		Total	2773	100.0
3	Gender	Male	1806	65.1
		Female	967	34.9
		Total	2773	100.0
3	Sector	Public	1478	53.3
		Private	1295	46.7
		Total	2773	100.0
6	Marks in 9 th Class	300-350	1152	41.5
		351-400	1399	50.5
		401-450	222	8.0
		Total	2773	100.0

Table 4 showed the descriptive analysis about demographic information of participants. Table 4 also depicted that there four tehsils in district Multan taken as sample of study i.e. Jalal Pur Peer Wala, Multan City, Multan Sadar and Shujabad. Similarly, Table 4 also gave details about the participants' taken from Jalal Pur Peer Wala, Multan City, Multan Sadar and Shujabad as 628 (22.6%), 711 (25.6%), 733 (26.4%) and 701 (25.3%) Overall 2773 participants were taken as sample of study.

Similarly, Table also explained the data of sample based on gender male and female i.e. 1806 (65.1%) and 967 (34.9%). Table 4 also showed the data of public and private sectors of participants like there were 1478 (53.7%) and private were 1295 (46.7%). From Table 4, it was also found that student's obtained marks in 9th class were as 300-350 were 1152 (41.5%). 351-400 were 1399 with (59.5%) and 401-450 were 222 (8%).

It was concluded from Table 4 that the more participants were belonging to Multan Sadar tehsil of District Multan, male were large in numbers, private students, urban students, Urdu medium with maximum marks of 351-400.

Table 5

Descriptive analysis of role of Overall Self Esteem

Sr.	Item Statements	A	N	DA	Mean	S.D
1	On the whole, I am satisfied with myself	2209	275	289	4.05	1.198
2	At times I think I am no good at all.	979	661	1133	2.96	1.439
3	I feel that I have a number of good qualities.	2721	27	25	4.39	0.586
4	I am able to do things as well as most other people.	2640	76	57	4.34	0.681
5	I feel I do not have much to be proud of.	906	764	1103	3.00	1.493
6	I certainly feel useless at times.	1130	767	876	2.83	1.392
7	I feel that I'm a person of worth, at least on an equal plane with others.	2544	85	144	4.44	0.935
8	I wish I could have more respect for myself.	2579	137	57	4.45	0.728
9	All in all, I am inclined to feel that I am a failure.	786	575	1412	2.47	1.418

10	I take a positive attitude toward myself.	2609	24	140	4.28	0.864
11	I feel confident about my abilities	2705	37	31	4.31	0.574
Overall					3.77	1.03

Table 5 depicted the data about the “Descriptive analysis of role of Overall Self Esteem and Confidence Level of students and role of Overall Self Esteem and Confidence Level of students were analyzed by eleven items and the mean value have the range of 2.83 and 4.05. The statement likes “I wish I could have more respect for myself.” This was found with maximum mean value of 4.45 and the statement like “I certainly feel useless at times” was with the less mean value of 2.83. Similarly, Table 5 have the range of S.D with the range of 0.57 to 1.49. From Table 5 it was concluded that the overall mean was 3.77 and S.D was 1.03 which showed that the self-esteem and confidence level of students and its role having positive effect on the perception of students. Figure 4 displayed the same as Table 5 about the “Descriptive analysis of role of Overall Self Esteem and Confidence Level of students in a graphical form.

Figure 4

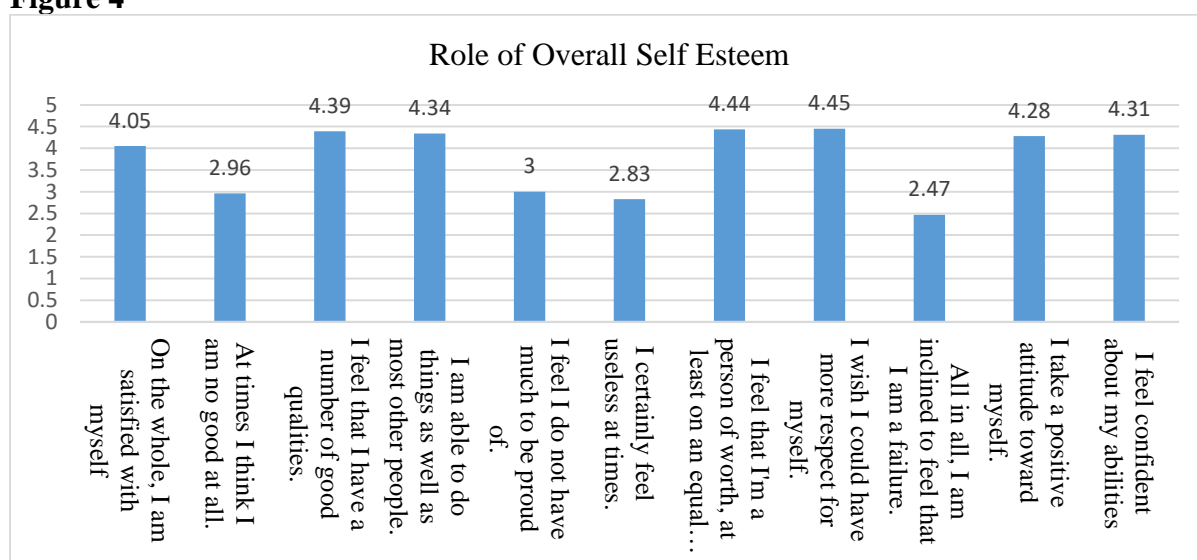


Table 6

Descriptive analysis of overall academic engagement and self esteem

Sr.	Item Statements	A	N	DA	Mean	S.D
1	At time, I think that I am no good at all.	1165	985	626	2.5	1.2
2	I feel that I have a number of good qualities which help me in my studies.	1998	428	347	3.8	1.2
3	I am able to do things as well as most others students.	1891	347	535	3.7	1.3
4	I feel that I do not have much to be proud of.	1434	850	489	2.4	1.2
5	I certainly feel useless at time when I am not able to complete my class work.	852	1067	854	3.0	1.2
6	I feel that I am a person of worth, at least on an equal plane with other in class.	1854	356	563	3.8	1.3
7	I wish I could have more respect for myself in class.	1978	261	534	3.8	1.2
8	All in all, I am inclined to feel that I am a failure.	1812	668	293	2.1	1.1
9	I take a positive attitude toward my exam schedule.	1844	398	531	3.7	1.2
Over all					3.4	1.2

Table 6 displayed the data analysis results of descriptive analysis of overall academic engagement and self-esteem among the students. Table 6 also portrayed the overall mean score of nine statements was 3.4 and value of S.D was 1.2. From Table 6, it was also showed that the statements like “At time, I think that I am no good at all.”, “I feel that I do not have much to be proud of”, and “All in all, I am inclined to feel that I am a failure.” Having values of mean 2.5, 2.4 and 2.1 which were found less than the average values i.e. 3.4 which showed that student’s perception was not in agreed position in these statements. While Table 6 also showed that all others statements used for the perception of students’ about overall academic engagement and self-esteem measurements having the values greater than 3.4 average values. Moreover, from Table 6, it was concluded that most of the students having positive perception about overall academic engagement and self-esteem and similar data was also showed in Figure 2.

Figure 5

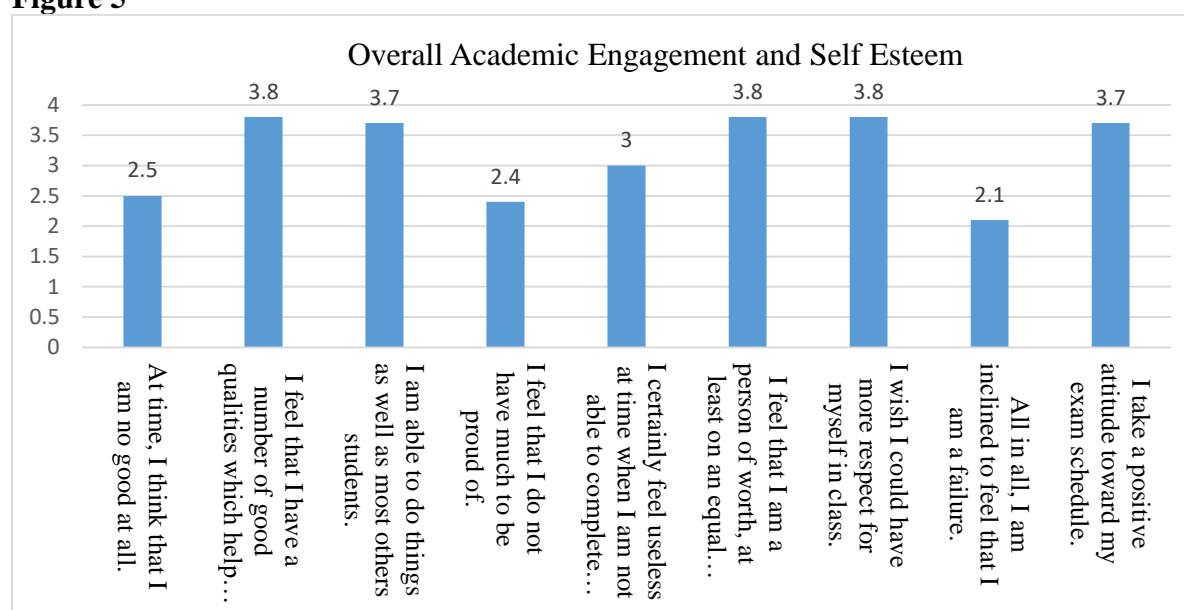


Table 7

Pearson correlation test on overall self-esteem and academic engagement

Correlations	Overall Self Esteem and Academic Engagement	Overall Self Esteem	Overall Academic Engagement
Overall Self Esteem	Pearson Correlation Sig. (2-tailed)	.018 .354	1
Overall Academic Engagement	Pearson Correlation Sig. (2-tailed)	.015 .421	.591** .000

Table 7 showed the results of Pearson correlational test on overall self-esteem and academic engagement with respect. It was found from Table 7 that both having the value of 1 for correlational coefficient. Moreover, it was strongly concluded from the Table 7 that overall self-esteem and overall academic engagement at adolescence stage having linear relation.

4. Discussion

This study aimed to assess the self-esteem and academic engagement among adolescents’. The findings of the descriptive analysis demonstrate that the majority of pupils believe that overall self-esteem and confidence level having positive effect on the basis of sector. They might be able to boost students’ attention and self-assurance, and as a result, pupils might be better equipped to develop their critical thinking. Participants in their study described

accomplishment about self-esteem and Aspect of self-respect was concluded as important for the students. This leads to the conclusion that pupils' academic development would benefit from having self-respect and emotional skills. The study's conclusions indicate that secondary school students are more likely to use their interest in various possibilities and learning practice.

Additionally, Pakhlavani and associates find that pupils with higher levels of self-esteem had higher academic self-efficacy (2015). Academic self-efficacy is expected to have a cross-sectional effect on both self-esteem and academic engagement since academic self-efficacy and self-esteem are closely related. Both self-esteem and academic self-efficacy have an impact on a person's academic engagement. How someone feels about themselves is inversely related to their level of self-esteem, and vice versa (Obidigbo & Obidigbo, 2010). A means of expressing one's value (self-worth) and self-perception is self-esteem. The study's findings showed a significant correlation between overall self-esteem, confidence level, aspect of self-respect, emotional skills, self-belief, overall academic engagement among adolescents, and overall academic engagement and self-esteem

According to the study's findings, students said self-esteem and academic engagement among adolescents' opinion of students helped them learn new things, provided interconnected learning so that information could be shared more easily, contributed to their learning success through specific groups, and helped develop their achievement in academic engagement and self-esteem for using information and communication in the environment.

5. Conclusions and Recommendations

It was concluded that both self-esteem and academic engagement at adolescence stage having the linear relationship between each other's. Moreover, it was highly recommended that it is utmost important for schools to include the various forms educational self-esteem and academic engagement. It should be made compulsory to enhance self-esteem and academic engagement at private schools also.

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