

CHAPTER I

INTRODUCTION

1.1 Education:

Education in its broader sense, aim at bringing out personality changes in individuals. It helps in creating in them positive attitudes, ideal, way of thinking, work habits and social adaptability in addition to imparting subject matter or knowledge on the basis of course content. Education initiates the process of discovery of knowledge within the mind.

Education is not only learning from books, memorizing some facts but also learning how to book, how to listen to what the books are saying, whether they are saying something true or false. Education is the tool which we have to evolve and diversity into various professions and vocations to understand the world, to become informed and aware of ourselves and our environment and also imbibe the ethical, moral, social, cultural and spiritual values.

The national policy on Education (1986) has observed that the country has reached a stage in its economic and technical development when a major effort must be made to desire the

maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the high way to that goal.

According to Tagore, "Education means enabling the mind out that ultimate truth which emancipates us from bondage of the dust, and gives us the wealth, lot of things but of love, making the truth is own and giving expression to it".

According to Vivekananda, "Education is the manifestation of divine projection already existing in man education means the exposition of man's complete individuality".

The modified plan of action (NPE) (1992) also endorsed different roles of education as described below.

- 1 Role of education in increasing production
- 2 In modernization us Indian Society.
- 3 Promoting social and national integration
- 4 In establishing a socialistic pattern of society.
- 5 In developing secular out of look.
- 6 In promoting international understanding.

In synthesizing cultural and scientific values

1.2 Self –Esteem

Self esteem refers to the amount of realistic respect that you have for yourself it is important for a person to have a healthy self-esteem in order to lead happy and successful life- both on a personal level and a business level. People with low self-esteems often have a harder time leading a happy and successful life people with healthy self- esteem realize that they deserve the good thing in their lives, while those who suffer from low self- esteem feel that they deserve only the bad things in live. Each person is responsible for their own self- esteem, thereby improving their lives.

A person's self- esteems develop throughout life. Experiences from childhood play a major role in determining whether a person has a healthy self- esteem or a low self- esteem children who grow up with a healthy self- esteem often experience the following during childhood being praised for trying their best, being listened to and spoken to respectfully by their parents and others who play a large role in their lives, getting attention and hugs from their loved ones, succeeding in school and sports and having friends that are trustworthy.

Children who grow up with a low self-esteem often have experience that are quite the opposite they are often yelled at and even beaten, they are ignored, ridiculed or teased by those in authoritarian roles as well as peers, their parents may expect them to be perfect all the time, and they often experience failure in school and sports and are made to feel that these failures mean that they are failures.

1.3 Definition of self esteem:

To make the study more comprehensive and to conduct the study in scientific lines it seems to essential to define each term operationally.

self-esteem:

If I were to search for the central core of difficulty in people as i have come to know them ,it is that in the great majarity of cases they despise themselves regarding themselves as worthless and unlovable.

-Carl Rogers.

High self-esteem people can surely be knocked down by an excess of troubles,but they are quicker to pick themselves up again.

-Nathaniel Branden.

No psychological health is possible unless this essential care of the person is fundamentally accepted, loved and respected by others and himself.

- Abraham Maslow.

Love and others and love of ourselves are not alternatives. On the contrary, an attitude of love towards themselves will be found in all those who are capable of loving others.

-Eric Fromm.

Probably the most important requirement for effective behaviour, central to the whole problem, is self-esteem.

-Stanely Coopersmith.

Esteem can affect both your mental and physical health. If you suffer from low self-esteem you should explore options that will aid you in improving your self-esteem, which will in turn, improve your quality of life..

1.4 Concept of self- esteem:

Research has documented the important role high self-esteem plays in academic achievement, social and personal responsibility (Rendenbach, 1991).

For people of all ages, the development of full human

potential is enhanced through high self esteem. high self esteem can begin to develop when the acceptance of all individuals and their personal and group contributions are recognized and applauded, especially in a multi- culturally diverse world self-esteem is the one key ingredient that affects the level of proficiency in all fields endeavor. Self- esteem has been correlated to, job success, school achievement, inter personal. Compatibility and general happiness (Redenbach, 1991)

There are several definitions of self- esteem a number of which we will explore within this paper.

1.5 Type of self esteem:

(1) Low Self – esteem:

Low self – esteem is hopeless condition that keeps individuals from realizing their full potential. A person who has low self – esteem feels in competent, unworthy, an incapable. In fact persons with low self – esteem feels so poorly about them, these feelings make a person remain with continuous low self – esteem. Shilling(1999) states that low self – esteem is a trait of financially unsuccessful people, which in turn result in low risk – taking ability.

(2) High self – esteem:-

People who have high self – esteem generally feel good about their ability to participate, confident in social situations and happy with the way. Generally they have of self – worthy, they are positive encouraging and supportive to others, and they possess good communication. They are participate , energetic, ambitious, and they learn from their mistakes. These things give them the strength and flexibility to take change of their lives and grow from mistakes without any fear.

1.6 Characteristics of self – esteem:

People who struggle with their self – esteem are often advised to seek out people who are successful.

1. Belief in themselves.
2. Know what they want or need.
3. Effective communication skill
4. Drive to succeed.
5. Comfortable with change
6. Enjoy healthy relationships
7. Goal – Oriented.

1.7 Operational Definition for Study:

Self-Esteem:

Confidence in your own worth or abilities.

Academic Achievements:

Academic achievements contribute strongly to one's own self-esteem. It is also important in gaining the esteem of others and it is a task oriented behavior that allows the individual's performance to be evaluated and adapted.

B.Ed:

As for the government of Tamil Nadu the pupils who completed degree and post graduate studies admitted at colleges of education for catering teacher in future.

1.8 Academic Achievement:

The term academic achievement denotes the knowledge attained or skills developed in the subjects and these are usually designated by test scores or marks assigned by teachers or both.

Academic achievement contributes strongly to one's own self-esteem. It is also important in gaining the self-esteem of others and it is a task oriented behavior that allows the individual's performance to be evaluated and adapted. The living beings have

high capacities to adapt to new situations. Biologists used the term “adaptation” strictly for physical demands of the environment, but psychologists used the term adjustment for varying conditions of social or interpersonal relation in the society.

Buch (1978) reveal the achievement is of paramount importance in the present socio-economic and cultural contents. Obviously in the school, great emphasis is placed on achievement right from the beginning of the formal education. The colleges have its own systematic hierarchy which is largely based on achievement and performance rather than quality. The school tends to emphasis achievement with facilities among other things, the process of role allocation for the social system. The colleges performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out for advancement again primarily in term of achievement.

In science, the following achievement and skills are to be developed.

1. Science bent of mind is to be created.
2. Keen observation is to be created.
3. A sense of inquiry and investigation to be inculcated.
4. The ability to apply knowledge in everyday life.

Achievement is a behavior directed towards the attainment of approval or the avoidance of disapproval for competence of performance in situations to which standards of excellence are relevant.

-As Crandell (1960)

Academic achievement as "knowledge attained skills developed in the school subject, usually designated by test scores designated by test scores or by works assigned by the teacher or both"

-Good(1973)

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge.

Academic achievement refers to "identifiable operations" where a student is expected to perform on the materials of a course.

Achievement can be measured with the help of tests, verbal or written test or examination.:

1.9 Significant of self-esteem:

Self-esteem is how we feel about ourselves. It is thoughts and feelings about us. For example; I am good looking. I feel good about myself. I am kind. I am competent.

The level of our self-esteem determines how we operate in life-how we interact with others, spouse, children, friends and strangers. It determines our goals and what we strive for, for achievements, and our satisfaction and happiness in life.

The importance of self-esteem can be seen when we look at the relationship between healthy self-esteem and other psychological traits. Self-esteem and personality are closely related.

Healthy self-esteem is related with:

Openness	Creativity
Honesty	Rationality
Acceptance	Flexibility
Cooperativeness	Willingness to admit mistakes
Independence	

Students with high self-esteem tend to be more ambitious in what they want to experience in life.

High self-esteem students have a drive to express themselves and to communicate openly and honestly about their needs and desires. People with healthy self-esteem choose healthy relationships and they recognize the value of relationships. They treat others with respect, non-judgmental attitudes and fairness.

Much of your stress comes from internal sources. Having self-esteem is vital for stress relief.

1.10 Need for the study

Self-esteem is a good source of mental health and good being; it is important for mental development as the body craves for food. It is observed that individuals with good self-esteem are more assertive, relaxed and at peace with themselves, who live balanced and crave for self-improvement. People in general having independent thinking and activities create a positive impact on other people around them. Self-esteem makes self-satisfaction and confidence. Teachers should guide the people for goals and good ambition which are treated as motivators that can drive a person to aim for success. His study helps students to develop deliberate independent thinking at positive values for great achievement. The investigator therefore feels that a study of self-esteem and academic achievement among the students at

college of education in Coimbatore educational district. The current research is an attempt to fill the existing research gap hence the study.

1.11 Statement of the Problem:

The present study is entitled as “ A Study of Self-esteem in relation with Academic Achievement Among the Students of Colleges of Education in Coimbatore Educational District.

1.12 Objectives:

1. To study the significant difference of self-esteem and academic achievement in terms of gender, locality, type of Institution, Qualification, Medium of Instruction among the students of Colleges of Education at Coimbatore Educational District.
2. To study significant relationship of self-esteem and academic achievement in terms of gender, locality, type of Institution, Qualification, Medium of Instruction, among the students of Colleges of Education at Coimbatore Educational District.

1.13 Hypotheses of the Study:

1. There is no significant relationship between self-esteem and academic achievement among the students of Colleges of Education.
2. There is no significant relationship between self-esteem and academic achievement male students of Colleges of Education.
3. There is no significant relationship between self-esteem and academic achievement female students of Colleges of Education.
4. There is no significant relationship between self-esteem and academic achievement Urban students of Colleges of Education.
5. There is no significant relationship between self-esteem and academic achievement Rural students of Colleges of Education.
6. There is no significant relationship between self-esteem and academic achievement Government College students of Colleges of Education.

7. There is no significant relationship between self-esteem and academic achievement Government aided college students of Colleges of Education.
8. There is no significant relationship between self-esteem and academic achievement Private college students of Colleges of Education.
9. There is no significant relationship between self-esteem and academic achievement Tamil medium students of Colleges of Education.
10. There is no significant relationship between self-esteem and academic achievement English medium students of Colleges of Education.
11. There is no significant relationship between self-esteem and academic achievement UG students of Colleges of Education.
12. There is no significant relationship between self-esteem and academic achievement PG students of Colleges of Education.
13. There is no significant difference between male and female students in respect of self-esteem.

14. There is no significant difference between urban and rural students in respect of self-esteem.
15. There is no significant difference between Government and Government aided College students in respect of self-esteem.
16. There is no significant difference between Government and Private college students in respect of self-esteem.
17. There is no significant difference between Government aided and Private college students in respect of self-esteem.
18. There is no significant difference between Tamil medium and English medium students in respect of self-esteem.
19. There is no significant difference between UG and PG students in respect of self-esteem.

1.14 Delimitations of the Study:

This research study has the following limitations.

1. With in the short period it is not possible to conduct the study at entire area of Tamilnadu. The investigator therefore restricted the field of study in Coimbatore Educational District only.
2. The investigator selected 300 students from Government,

Aided and Self-finance Colleges of Education for the research study.

3. The Colleges which was selected by the investigator are managed by Government, Private sector at Coimbatore Education District.
4. The Colleges of Education which are selected for the research study is located at rural and urban area in Coimbatore Educational District.

1.15 Chapterization:

The present dissertation is organized under five chapters as follows.

Chapter:1

The first chapter deals with the introduction, concept and meaning of adjustment, objectives, hypothesis, scope of the study, delimitations of the study and arrangement of chapters.

Chapter:2

The second chapter gives an account of some previous research studies conducted in India and abroad. Which are related to the present investigation? These studies are abstracted.

Chapter:3

The third chapter describes research method adopted for the study, construction of tools, sample and administration of statistical techniques.

Chapter:4

The fourth chapter deals with the analysis of data, results and their interpretations.

Chapter:5

The fifth chapter presents a summary findings, discussion and recommendations for further research study.

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION:

Review of related literature includes facts, concepts, theories and previous research findings and is a part of research process. The research should undertake the survey of literature related to the problem because it is an eye opener for research work. Academic journals conference proceedings government reports books published or unpublished these should be studied depending on the nature of the study it is a source for research work for collecting data selecting appropriate statistical tools and analyzing and interpreting results. It should be remembered that one source, will lead to another. Thus the study of related literature is very useful research work.

Mouly, an essential aspect of a research project in the review of related literature. Such a review represents the third slip of the scientific method out lined by Dewey and other education philosophers best (1978) defines review of literature as a brief summary of previous research and the writings of recognized

experts provides evidence that the research is familiar with what is already known and untested. Since effective the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation.

The purpose of this chapter is to record briefly the findings of research studies carried out on various topics that are related to the problem under study.

The key to the vast store house of published literature may open doors to source of significant problem and explanatory hypotheses and provide helpful orientation for definition of the problem, back ground for selection of procedure and comparative data for interpretation of results. In order to be truly creative and original one must read extensively and critically as stimulates thinking.

Review of related literature is an essential step in education research. In reflective thinking, the second step is survey of already available data that should also considered as necessary step which would enable that research to base his rational argument for the justification of the study.

2.2 NEED AND IMPORTANCE OF REVIEW OF RELATED LITERATURE:

The survey of related literature is not without purpose the following are some of the importance of such a survey.

- a. Complete survey of related literature gives to the research necessary in to the reasonable for the study. It enables him to put forth vigorously the reasonable for the students.
- b. It helps to orient the readers with types of research that has been conducted in the field previously.
- c. It widens the horizon of the researches.
- d. It becomes an important part of the introduction of the thesis.
- e. It suggests appropriated methods to tackle the problem under the study,
- f. It provides basis for formulating valuable hypotheses.
- g. It help to locate data that can be use the comparative interpretation of results.
- h. It help avoding necessary duplication of research of spotlighting the solutions of the problem that the researches desire to undertake.

2.3 PURPOSE OF REVIEW OF RELATED LITERATURE

It gives the idea of the whole blue print of the thesis. It gives lot of information about the thesis, Material, tools used, evaluation that was made. This is to find out the general aim and purpose of the work which is undertaken by the investigation.

A researcher must peep in to the pioneer researchers of his relevant topic.

1. This elaborate survey of the literature will help the investigation.
2. To succeed correctly according to the findings and recommendation of the preceding researchers.
3. To avoid repetition.
4. To get a clear picture of the area he also to investigator.
5. To locate the data used in area in comparative interpretation of results.
6. To widen the horizon of research.

2.4 Foreign Studies:

1. Prescott Lecky (1945) has conducted a study of the interactions between self-esteem and academic achievement. This study was one of the first to point out that students' level of achievement might be related to the perceptions students have of themselves as learners. Lecky saw that students with high self-esteem tended to have low academic achievement. Today we may say that this point is obvious, but in Lecky's time, this was a sight that rocked the academic world. The idea of best practices for teachers was absurd. Teachers were seen as disciplinarians and knowledge bearers who tutored students in a manner that was most effective to quiet students. Students were not viewed as little people who had self-esteem.
2. Walsh (1956) found that students who had low ability felt inferior when paired with high ability students. These same students did not feel inferior when paired with students with the same academic abilities. The first wave of self-esteem studies in the 1950's all found that a person's self

concept had a direct bearing on his / her academic achievement. Since then thousands of studies have been conducted on this topic, with most findings a significant correlation between academic achievement and self – esteem.

3. Kifer (1973) found similar results. He found that successful academic achievement interacted with self – esteem. Achievement responsibility, and self concept as a learner increasing over time. He found that unsuccessful academic achievement interacted with self – esteem, achievement responsibility, and self – concept as a learner decreasing over time. As time went by, a gap between successful achievement / high view of self and unsuccessful achievement / low view of self was created. Students who had high achievement also had low self – esteem, self – concept, and academic responsibility over time. This findings supports the theory that consistent success or failure has an effect on self – esteem and self – concept as a learner.
4. Wiggins, Shatz and west ((1984) found that self – esteem and academic achievement were positively correlated, The

found that students who gained fifteen or more points on a self – esteem inventory during the first year of the study raised their grade point averages substantially the second year this support the theory that gains in self- esteem and gains in academic achievement are positively correlated. In a previous study, wiggins found significant correlation between earned grades and self – esteem scores.

5. Holly (1987) disagree with the self – esteem has a direct impact on academic achievement, but points out that it may have an effect in three ways. First feeling worthless can lead to depression, and depression can not feel like doing their best. Second fear of failure can lead students does not feel worthwhile whereas those with greater self-esteem and self – confidence may be more willing to take up the challenge. The risk taker are more likely to score better because they are more likely to guess at question for which they do not know the answers. Finally, Constant a failure and the accompanying feelings of incompetence tend to be discouraging and demoralizing. For students who are convinced that they lack the ability to succeed, it does not make much sense to even try.

6. Hamachek (1995) found that there is a relationship between self-concept and academic ability. He argues that this relationship is very interactive, with each variable affecting the other. He concludes that it is vital for educations to be sensitive to students self – concept and student’s perceived academic ability. He indicated that there could be a positive affect on one variable with a positive affect on the other variable. In other words, if self –esteem were lowered, one would see a drop in academic achievement, and if academic achievement were lowered, one would see a drop in self – esteem.
7. Meffeh, (2002) also conducted the same study on 378 students (Boys and Girls) secondary School based on randomly sample through cowper smiths of self – esteem questionnaire. This research demonstrates that there is a significant relationship between and the students CGPA.
8. Poursina (2003) reported differing results. In this research, entitle “the analysis of self – esteem depression and academic achievement of boy students in Tehran” included 192 Secondary School Students. Cowper Smith Self – esteem test was used for data collection and CGPA for the

academic achievement. The results show that there is a significant difference among the students.

9. Amini (2004) conducted a research in order to study the role of self-efficiency, self regular and self esteem in high school students academic achievements. 500 Students (300 Girls, and 200 Boys) participated in this study in sharekord. The results shows both positive and significant relationship between self – esteem and academic achievement.
- 10.Emamzadh (2004) did a research in order to compare the social skills and academic achievement among 261 students (Boys and Girls) in Orumieyeh city. Self - esteem (popo) and mathematics.
- 11.Miraei, (2005) did a research entitled the results shows that the rate of relation between self – esteem and academic achievement Findings has shown no significant difference.
- 12.Zenivand, (2006) Studied the relation between self – esteem, social support and students educational progression in a high school in Darch shar, a city in Iran. 72 Students (32 Boys and 35 Girls) were classified based random method. The research data were collected through cowper smith’s question are of self – esteem. The data analysis showed no

significantly relationship between self – esteem and academic achievement. However, the research depicted the significant differences in boys and girls. The test revealed that self – esteem is more in boys than in girls.

2.5 Indian Studies.

Zachair (1977) did a study on the impact of attitude and interest on achievements of secondary school pupil in social studies. The main objectives of the study were to find out the general nature of pupils achievements attitude and interest in social studies. The following were the findings.

1. The pupils interest in social studies was closely related t o their achievement in the subjects.
2. 2.the pupils intelligence was a major in inflencing their achievement in social studies.
3. 3.high corrrelation was found between the secondary school pupils achievement in social and their attitude.

Achievements of Secondary School Pupil In Social Studies. The main objectives of the study was to find out the general nature of pupils achievements attitude and interest in social studies. The following were the findings.

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2. The pupils intelligence was a major in influencing their achievement in social studies.
3. High correlation was found between the secondary school pupils achievement in social and their attitude.

ANAND C. (1984) has conducted a study about the effects of socio economic status and medium of instruction on the mental ability and academic achievement of children in Mysore. Academic achievement found that the two groups of over and under achievers differed significantly in intelligence and neuroticism was found to be positively related to academic achievement.

PONDEY R.P(1985) has studied the influence of intelligence and emotional ability on the achievement of students. He found that the adolescent students in rural areas there is a relationship between intelligence and academic achievement.

KAR D.K (1990) A study of relationship between attitude towards and achievement in general science of classes IX students of Cuttack city ph.d.edu Utkal university.

Problem:

The study examines the relationship between attitude and achievement in general science of class IX students of Cuttaack city.

Objectives:

The asses the relationship between the attitude and achievement in general science of class IX students of cuttack city.

Methodology:

The sample of the study comprised 700 students in class IX from 10 high schools of Cuttack city , and also included 74 science teachers and science experts of the school, who were selected through random stratified sampling method. The tools used to collect the data were questionnaire, interview schedule. Achievement test in science and attitude scale. The collected data were analysed statistically using measures of central tendency variability and correlation coefficient.

MAJOR FINDINGS

1. It was found that the distribution of the attitude score was negatively skewed.
2. Boys were found to be more favorably disposed towards science then girls.

3. There was positive relationship between attitude and achievement (KCP 0422)

MITTRA S.K (1995) Studied the impact of a training programme on the classroom behaviour pattern of teachers who had been exposed to various programmes and participation. At the end of the study the achievement correlated positively with the interest of the teacher.

2.6 RESEARCH CONDUCTED IN TAMILNADU

1. Elango M (1994) In his Ph. D research work entitled “A study of some factors related to Academic achievement”. IX Standard students are taken as sample.

The objectives of the study were to study the individual contribution of all the functional variables taken are the study VIZ, S.E.S CI, CI, INF Create, EDI, ASP, Stu, Ori, Ho, Env, Ci, Tru, Pee. Inf and R.I.A.S.E and con academic achievement separately for combined sample, rural sample, urban sample of government school sample and private school sample of boys sample and girls sample.

The findings of the study were.

1. The extent of academic achievement of the combined samples varies positively due to intelligence.
2. The extent of academic achievement of both rural and urban samples varies positively due to intelligence.
3. The extent of academic achievement of both government and private school samples varies positively due to intelligence.

2. Thirupathi, R.C (1986) Conducted a study of “A study of the achievement motivation it is correlated of high school student in East Uttar Pradesh”. The sample of the study comprised of 500 High School Students at east Uttar Pradesh. The objective of the study was to determine the amount of effect of achievement motivation scores of high school students. The Major finding of the study was found that achievement motivation of highly correlated with high school students.

There is no significant correlation between self – esteem and academic achievement of male M.Ed students with respect to gender and type of institution.

There is no significant correlation between awareness of information and communication technology and academic achievement of M.Ed students.

There is no significant correlation between awareness of information and communication technology and academic achievement of M.Ed students.

There is no significant difference between the male and female M.Ed students Self – esteem and awareness of information and communication technology.

There is no significant difference between the University department and government aided college M.Ed students Self – esteem and awareness of information and communication technology.

3. A.Renuga devi(2002) A study of interest and achievement in history of students studying in various higher secondary school in Coimbatore M.Phil Bharathiar University.

Objectives:

1. To find out the mean achievements level of the students in history.
2. To find out the mean interest of the students in history.
3. The investigator used 't' test on order to be verify the null hypothesis constructed for differential study of the investigation. In addition to 't' test the investigator also applied correlation method to find out the relationship between interest achievement and intelligence for the whole sample. Anova is also used.

METHODOLOGY:

The investigator has taken all XI standard students studying in different types of schools as population for this study. Among the XI students, samples of 300 students were selected from 11 higher secondary schools in and around Coimbatore. The sample includes 150 boys and 150 girls. Intelligence test (group test or general mental ability test) interest inventory were used to collect the data. The investigator used 't' test in order to verify the null hypotheses constructed for differential study of the investigation. In addition to 't' test the investigator also applied correlation

method to find out the relationship between interest achievement and intelligence for the whole sample. ANOVA is also used.

MAJOR FINDINGS:

The following findings were arrive in this research investigation

1. The level of interest and achievement of the students is good.
The in significant 't' value 0.17 is less than table value 1.96 at level. Therefore boys and girls show we no significant difference in interest.
2. The significant 't' value 1.01 is less than the table value 1.96 at 5% level. Therefore it is found that there is no significant difference between aided and corporation school students in respect of interest in history.
3. The students studying in boys, girls and mixed schools showed no difference in respect of interest in history. The obtained 'f' value 2.463 is less than table value 2.99 at level.

K.SELVI (2007) A correlation study between the interest and achievement of XI standard biology students M.Ed Bharathiar university.

OBJECTIVES:

1. To find out the mean achievement score level of the biology students.
2. To find out the mean interest score level of the biology students.

METHODOLOGY:

For the study , the investigator collected data from 200 XI standard students studying in the eight different schools of schools Dharamapuri and Coimbatore region. Students from each schools viz Government, aided Management, Private school were selected as sample. The tools used to collect the data were interest Performa sheet (personal data sheet) and the questionnaire (50 questions from Tamil, English, Mathematics, Botany, Zoology and general knowledge for achievement). The statistical techniques, and descriptive analysis, differential analyais and correlation analysis were used to analyses and interpret the data.

IN 2000 Mohana Sundaram and Kumar have made a study about Hemispheri City and achievement of standard XI studying history in higher secondary schools. the study revealed that there is significant relationship between right and integrated Hemisphere dominance and achievement in history of students.

There is relationship between Hemispheri City and sex of the students. It was concluded that the girls have right hemisphere (boys 28.7% girls 71.21 and boys have left hemisphere dominance (boys51.26% girls 48.73%).

N. Kanmani (2009) Conducted the study influence of Self – esteem and awareness of ICT on Academic Achievement of M.Ed students objectives.

1. To find out the level of Self – esteem, awareness of information and communication technology and academic achievement of the M.Ed students.
2. To find out influence of self – esteem and awareness of information and communication technology, if any, on the academic achievement of M.Ed students.

Major findings were,

1. It is found from the above study that 66.66% of M.Ed students have desirable level of Self – Esteem.
2. From the above study 83.28% of M.Ed students have desirable level of awareness of information and communication technology.

3. It is found that from the above study that 78.52% of M.Ed students have desirable level of academic achievement.
4. It is found from the above study that the usage of email by government aided college students (40.47%) is more than the usage of university department students (33.33%) and the remaining (26.2%) of the sample do not use email ids.

There is no significant influence of self – esteem and awareness of information and communication technology on the academic achievement of M.Ed students.

There is no significant correlation between the self – esteem and awareness of information and communication technology of M.Ed students with respect to gender and type of institution.

There is no significant correlation between self – esteem and academic achievement of M.Ed students.

CHAPTER – III

METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

Research methodology plays a vital role in a research study. Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it, one studies the various steps that are generally adopted by a researcher in studying his research problem along with logic behind them. It is necessary for the researcher to know not only the research methods/ techniques but also the methodology.

Research methodology is an arrangement of conditions for collection and analysis of data in manner that aims to combine relevance to the research purpose, with economy of procedure.

3.2 RESEARCH DESIGN:

Methodology is an important role in a research study. There are different methods be followed at various stages of any scientific investigation. The details of such methods followed in this namely,

tool selection, sample frame, collection of data, scoring procedures, and various statistical methods are used and presented in this cheaper.

In every study, the research method is the medium by which one can arrive at a solution for the problem. For the problem like the survey method is found to be useful and appropriate one. As the data is collected directly from the teachers by purpose and detailed description were given well in advance. This enabled the teachers to give their response to the questionnaire without any hesitation and compulsion. Survey type of research studies usually has a larger sample because the percentage of response generally happens to be low as 20% to 30% especially in mailed questionnaire studies. Thus the survey methods gather data from a relatively large number of cases at a particular time. It is essentially, Cross sectional.

Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist the researcher does not manipulated the variable or arranges for events to happen.

Surveys are only concerned with conditions or relationship that exist opinions that are held, processes that are going on, effects that are evident or trends are developing. They are primarily

concerned with the presents but at times do consider the past events and influences as they relate to the current conditions. Thus in surveys, variables that exist an already occurred are selected and observe.

The investigator therefore decided to take up survey method in order to collect data from the population to study the self-esteem and Academic Achievement.

3.3 POPULATION OF THE STUDY

The population consists of college of educations Government, Government aided and Private Colleges in Coimbatore Educational District.

Sampling technique

Sampling is the process by which a relatively small number of individuals or a measure of individual or objects is selected and analyzed in order to find out something about the entire population from which it is selected. A variety of sampling procedures are available for the use of research purpose. They are

1. Simple random sampling
2. Stratified random sampling
3. Systematic random sampling
4. Purposive random sampling.

The investigator used stratified random sampling technique for the present study. if a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample. Under stratified sampling the population is divided into several sub-populations that are individually more homogeneous than the population (the different sub-populations are called 'strata') and then we select items from each stratum to constitute a sample. Since each stratum is more homogeneous than the total populations, we are able to get more precise estimates for each stratum and by estimating more accurately each of the component parts; we get a better estimate of the whole. in brief, stratified sampling results in more reliable and detailed information.

The investigator used survey method for the present study.

3.4 SAMPLE FOR THE FINAL STUDY:

The investigator has selected 300 of education students from six education colleges in Coimbatore area. The distribution of the sample for the final study is given below.

S. no	Name of the Institution	Management	Location	Type	Male	Female	Total
1	JAS College of Education	Private	Urban	Co-Edu	15	10	25
2	Sri Ramakrishna Mission College of Education for Men	Aided	Rural	Boys	100	-	100
3	Govt. College of Education for Women	Government	Urban	Girls		87	87
4	Michale Job College Of Education or women	Private	Rural	Girls	-	30	30
5	PPG College of Education	Private	Rural	Co-ed	14	14	28
6	CSI Bishop Appasamy College of Education	Private	Urban	Co-ed	10	20	30
						TOTAL	300

3.5 TOOLS AND TECHNIQUES USED FOR DATA COLLECTION

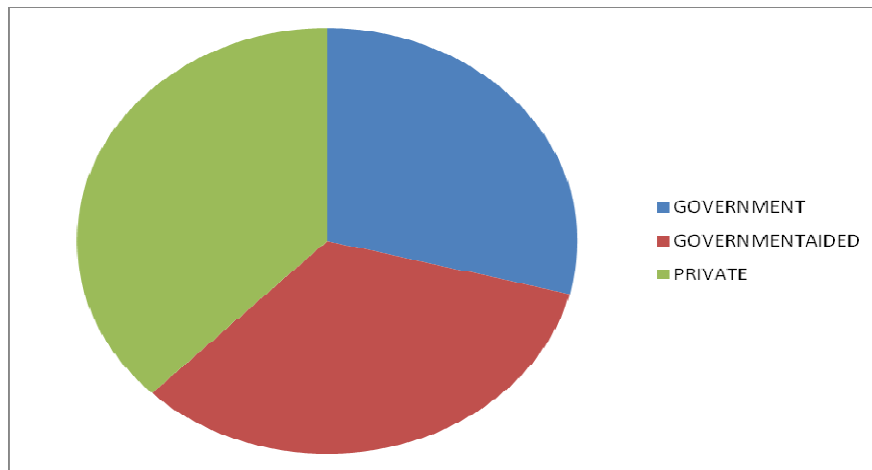
For the tool used in the present study, the investigator has selected the open form of questionnaire coupled with rating scale. Questionnaire is a useful tool for collecting amount of a data on various aspects of the them in hand. Rating scale consists of a limited number of items of which values on a scale have to be assigned. In this study, the investigator adopter the self-esteem questionnaire developed by Rosenberg (1985).

The 'r' value was 0.8 which was treated as highly reliable for the research study.

The adapted self-esteem questionnaire distributed to the students which are translated in Tami version. The investigator observed that all the sample subjects answered the questions with high interest. Hence the self-esteem questionnaire adapted in Tamil and English version consisted of 34 items in the form of statements with 5point scale which will be used for the main study.

Figure 3.1

Pie diagram showing the distribution of the sample for the final study



3.6 INSTRUMENTATION:

In an educational research, a variety of tools have been developed for the collection data. These tools are different kinds with different purposes. As such it was thought fit to construct or to make use of a standardized questionnaire, or to make use of a standardized questionnaire, or inventory, as these techniques are useful to collect data directly from the subjects of any range of territory. So the main step was the construction or selection of suitable data gathering instruments.

The tools used for any educational research are.

1. Questionnaire
2. Observation
3. Interview
4. Check – list
5. Schedule and
6. Rating scale

In educational research variety of instruments are available to collect data from the sample selected for the study. The instruments are of different kinds and used according to the nature of investigation each instrument is particularly appropriate certain source of data fielding information of the kind.

SELF – ESTEEM TEST

The investigation decided to construct a tool in the form of questionnaire which is appropriated to find out the self-esteem in relation with academic achievement among eh students of colleges of education in Coimbatore educational district. The tool consists of the two parts.

Part one : Students Bio Data

Part two : Self-esteem Questionnaire

The investigator selected standardized tool to measure self-esteem of the students. Which was used by Rosenberg (1985) the reliability value 0.8

Part two contains 34 statements

ACHIEVEMENT:

The investigator selected model examination marks which was conducted in the year of 2012.

3.7 ADMINISTRATION OF THE TOOL FOR THE FINAL STUDY

The investigator had got appropriate permission from six colleges I Coimbatore Educational District Coimbatore. Selected for this study in advance on the appointed day the investigator has visited the above colleges and distributed the questionnaire to the B.Ed students who are studying in these colleges. They are requested to answer the questionnaire. Most of the students took much self esteem in answering the questionneire, The investigator has collected the answered question then and there in each college

3. 8 VALIDITY OF THE TOOL

Best John. W and Kahn James. V define that a test is valid it measures what it claims to measure. There is several type of validity. They are,

1. Content validity
2. Construct validity

3. Predictive validity
4. Concurrent validity

Among the above sifted validity using, the investigator used construct validity for the study. In this study Rosenberg inventory (1965) questionnaires used to collect data and it is already a standardized one. It is assumed that the tool is a valid one. For the study of student's achievement the model examination marks were taken. The questions paper of the test was prepared and the test was conducted uniformly to all colleges by District College of education board. Since the questions were standardized one, and there was no need to work the validity of the tool.

3.9 STATISTICAL TECHNIQUES AND DATA ANALYSIS

The investigator used the following statistical techniques for analysis after data collection

The data were subjected to

- i). Descriptive Analysis
- ii). Relational Analysis
- iii). Differential Analysis

Descriptive Analysis

The descriptive analysis of the data regarding the self-esteem in relation with academic achievement among the students of colleges of education in Coimbatore Educational District.

Relational Analysis

The relational analysis of the data was done by calculating the product moment co-efficient of correlation (r-ratio)

Differential Analysis

In a sampling distribution it is the ratio of a deviation from the mean or other parameter to the standard error of the sample. Paired t-test is way to test for comparing two related samples involving small values of n that does not require the variances of the two populations to be equal but the assumption that the two populations are normal must continue to apply here the researcher wanted to use t-test in order to test the null hypothesis in the case of two samples. The principle of null hypothesis postulates that no significant difference exists between the samples and existence of a difference if there is any is due to random sampling error t-test is adopted to verify the correctness or whether such difference is significantly different.

With the help of t-test one can compare two samples the t-test generally determines the significance of difference between the two means.

3.10 CONCLUSION:

To find out the college of education student's self-esteem in relation to academic achievement, the self-esteem scale was administered to a sample of 300 students in Coimbatore educational district.

And the self-esteem scores and the achievements scores of all the college of education students were computed. The scores were subjected to statistical treatments that are described in the succeeding in the chapter IV.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

It may be fair to say that research consists in general of two large steps. The first step is gathering of data and the second one is analysis of data. The data are classified into different categories for use. The data collected for this investigation has been analyzed by using different statistical techniques like t test, central tendencies on the basis of the results necessary interpretation is given.

4.2 NULL HYPOTHESIS:

A null hypothesis states that there is no significant difference or relationship between two or more parameters. It concerns a judgment as whether aforesaid differences or relationship or true differences or relationships or whether they nearly result from sampling error. The use of null hypothesis is not restricted to experimental studies. It may be used facing generalization about populations from the sample data is descriptive research studies.

Rejecting null hypothesis provides a stronger test of logic. Evidence that is inconsistent with a particular negative hypothesis provides a strong basis for its rejection, before court of law; a

dependent is discredited or rejected. In a sense it is not a gaily assumption to compare null hypothesis.

4.3 DESCRIPTIVE ANALYSIS:

Descriptive statistics analysis limits generalizations to the particular group of individual observed. No conclusions are extended beyond this group and any similarity to those outside the group cannot be assumed. The data describe one group and that only much simple action research involves descriptive analysis and provides valuable information about the nature of a particular group of individuals. Descriptive statistics was used to describe the sample with reference to the variable taken for the study. The following are the different statistical techniques used for the study.

Mean:

The mean of a distribution is commonly understood as the arithmetic average. The term grade point average, familiar to students is a mean value. It is computed by the following formula,

$$M = \frac{\sum X}{N}$$

where,

M - Mean

\sum - Sign of summation

X - Score

N - Total number of scores

STANDARD DEVIATION:

The standard deviation, the square root of the variance is most frequently used as a measure of spread or dispersion of scores in a distribution. The formula for standard deviation, is

where,

$$S = \sqrt{\left\{ \frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n} \right)^2 \right\}}$$

f - frequency of the interval

n - total number of scores

Ci - width of the class interval

x - deviation of the raw scores from the assumed mean divided by the class interval.

4.4 DIFFERENTIAL STATISTICAL ANALYSIS

If in the process of trying to reach conclusion that extend beyond the immediate data. We use inferential statistics to make inference from our data to general condition. In this study the investigator used the following inferential statistics.

' t ' Test

The test of the significance of the difference between two means is known as a t-test. It involves the computation of the ratio between experimental variance (observed difference between two sample means) and error variance the sampling error factor 0. Thus

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

the formula for t-test is given by,

Where,

M1 - mean of the first group

M2 - mean of the second group

SD1 -standard deviation of the first group

SD2 -standard deviation of the first group

n1,n2 - size of groups

Hence- value or critical ratio for accepted or rejected is based upon the level of significance at 0.5 and 0.1.

4.5 CORRELATION ANALYSIS

Correlation analysis is used for significant relationship. in a bivariate distribution. We may be interested to find out if there is any correlation or co-variation between two variables under study. If the change in one variable under study. If the change in one variable affects change in the other variable, the variable are said to be correlated.

The formula for calculating the Karl-Pearson's co-efficient of correlation is,

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Equation for correlation coefficient

Where,

n- number of observation

x - sum of first group

y -sum of second group

n - total number of cases of scores

TABLE 4.1
DISTRIBUTION OF SELF-ESTEEM SCORES.

Mean	Median	Mode	SD	Skewness	Kurtosis
115.99	116.5	113.6	7.237	0.32802	0.2646

From the above table it is found that the mean scores of self-esteem are 115.99, the median is 116.5 and the mode is 113.6. In this distribution the mean, the median and the mode fall more or less at the same point, therefore it is inferred that the sample distribution is found to be symmetrical.

The Skewness for self-esteem of B.ed students in Coimbatore educational district is 0.32802. Skewness characterizes the degree of asymmetry of a distribution around its mean. The negative Skewness indicates a distribution with an asymmetric tail extending towards more negative values. In this distribution the kurtosis value is 0.2646. Negative kurtosis indicates a relatively flat distribution.

TABLE 4.2
DISTRIBUTION OF THE SAMPLE IN TERMS OF
GENDER

GENDER	NUMBER	PERCENTAGE
MALE	131	43.67
FEMALE	169	56.33

Out of 300 students taken for the study 43.67% are male
56.33% are females.

FIGURE 4.2
DISTRIBUTION OF THE SAMPLE IN TERMS OF
GENDER

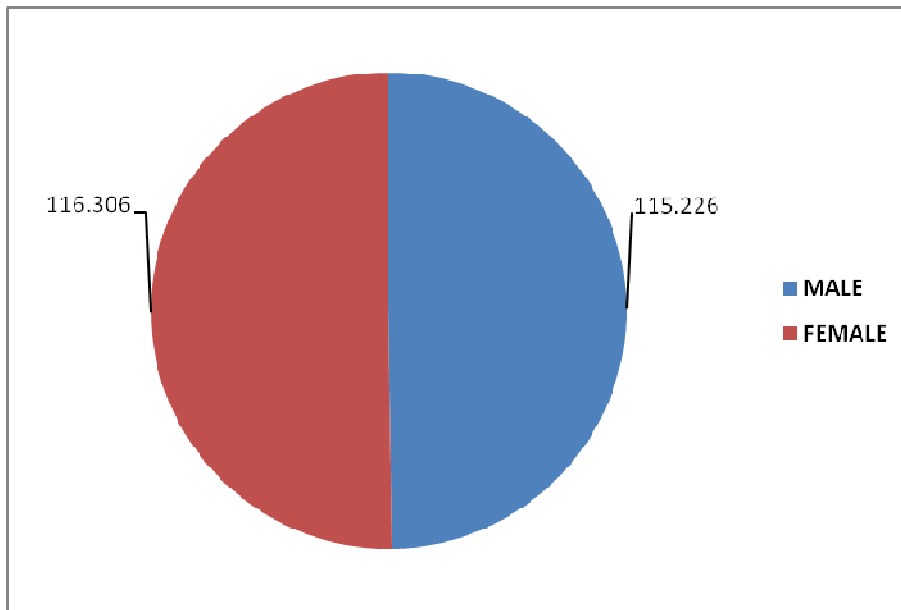


TABLE 4.3
DISTRIBUTION OF THE SAMPLE IN TERMS OF
LOCATION OF THE COLLEGE

LOCATION	NUMBER	PERCENTAGE
RURAL	161	56.67
URBAN	139	46.33

Out of 300 students taken for the study 56.67% are rural
46.33% are urban students.

FIGURE 4.3

**DISTRIBUTION OF THE SAMPLE IN TERMS OF
LOCATION OF THE COLLEGE**

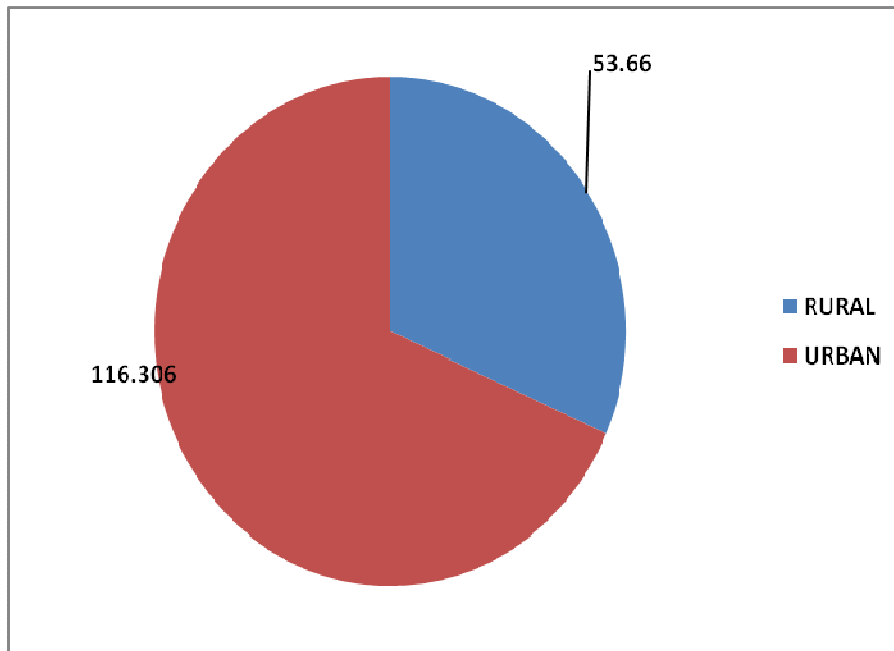


TABLE 4.4

**DISTRIBUTION OF THE SAMPLE IN TERMS OF
TYPE OF THE COLLEGE**

TYPEOF COLLEGE	SAMPLE	PERCENTAGE
GOVERNMENT	87	29
GOVERNMENT AIDED	100	33.33
PRIVATE	113	37.67

Out of 300 students taken in the study 29% are government students,33.33%are government aided students and 37.67% are private college students.

FIGURE 4.4

**DISTRIBUTION OF THE SAMPLE IN TERMS OF
TYPE OF THE COLLEGE**

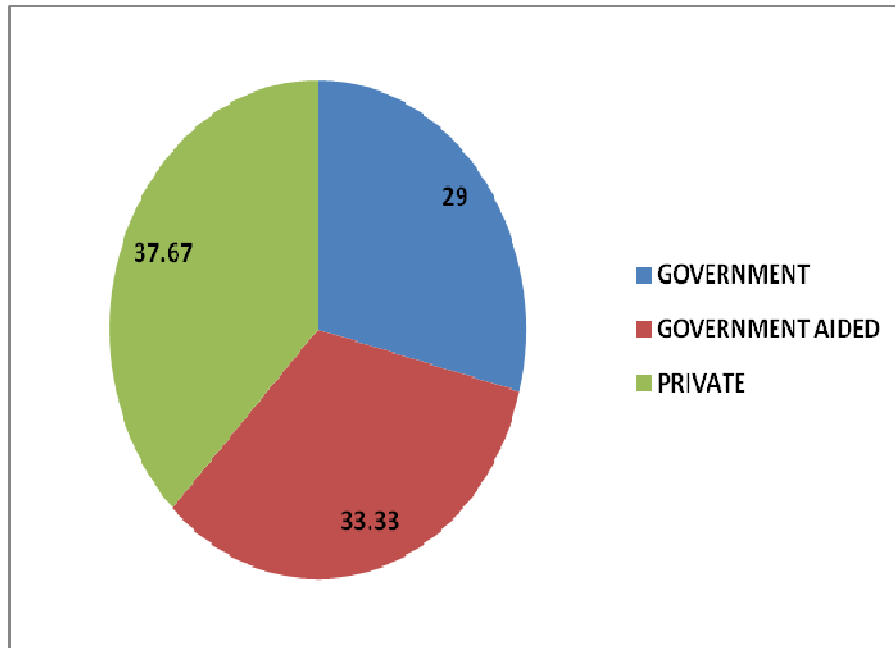


TABLE 4.5

**DISTRIBUTION OF THE SAMPLE IN TERMS OF
MEDIUM OF INSTRUCTION**

MEDIUM OF INSTRUCTION	NUMBER	PERCENTAGE
TAMIL	131	43.66
ENGLISH	169	56.33

Out of 300 students taken for the study 43.66 % are tamil medium students English medium students 56.33% are urban students.

FIGURE 4.5

**DISTRIBUTION OF THE SAMPLE IN TERMS OF
MEDIUM OF INSTRUCTION**

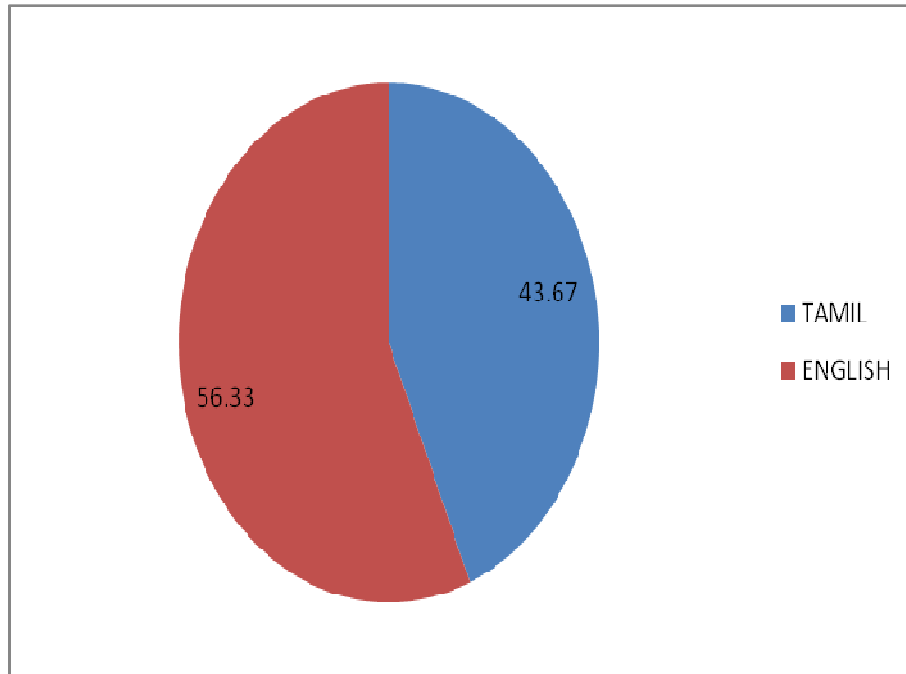


TABLE 4.6

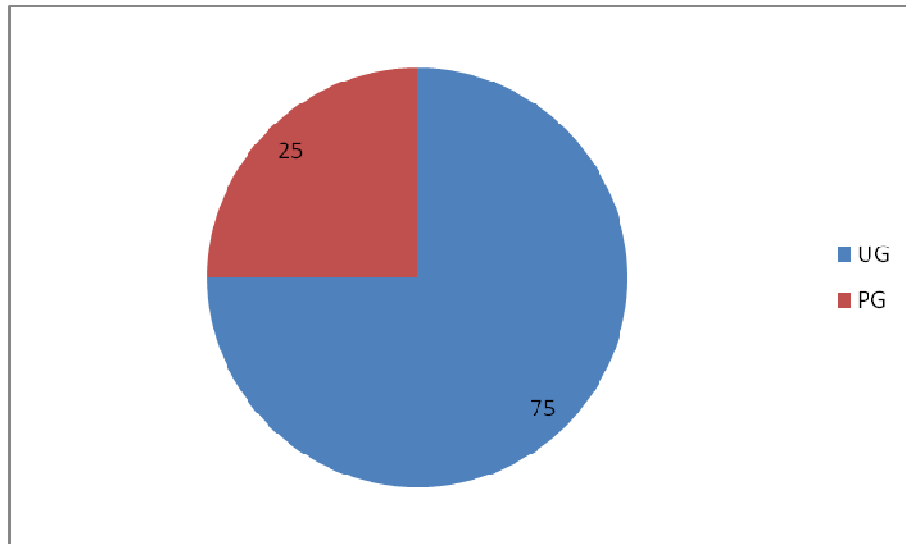
**DISTRIBUTION OF THE SAMPLE IN TERMS OF
THE QUALIFICATION**

QUALIFICATION	NUMBER	PERCENTAGE
UG	225	75
PG	75	25

Out of 300 students taken for the study 75% are UG students 25% are PG students.

FIGURE 4.6

**DISTRIBUTION OF THE SAMPLE IN TERMS OF THE
QUALIFICATION**



Hypothesis:1

There is no significant relationship between self –esteem and academic achievement among the students college of education

TABLE 4.7

Correlation between self – esteem and academic achievement among the students college of education.

Sample	N	Calculated Value - r	Tabulated Value - r	Result
Male & Female	300	0.039694	0.113	Not significant

- From the above table, it is clear that the r value is(0.039694) is less than table value is (0.113) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “there is no significant relationship between self-esteem and academic achievement among the students college of education, the null hypothesis is accepted.

Hypothesis:2

There is no significant relationship between self –esteem and academic achievement the male students of college of education.

TABLE 4.8

Correlation between self –esteem and academic achievement the male students of college of education.

Sample	N	Calculated Value - r	Tabulated Value - r	Result
Male	131	-0.07147	0.197	Not significant

- From the above table, it is clear that the r value is(- 0.07147) is less than table value is (0.197) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ there is no significant relationship between self-esteem and academic achievement the male students of college of education, the null hypothesis is accepted.

Hypothesis:3

There is no significant relationship between self –esteem and academic achievement the female students of college of education.

TABLE 4.9

Correlation between self –esteem and academic achievement the female of students college of education.

Sample	N	Calculated Value - r	Tabulated Value - r	Result
Female	169	0.194552	0.139	Significant

- From the above table, it is clear that the r value is(0.194552) is greater than table value is (0.139) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ there is significant relationship between self-esteem and academic achievement the female students of college of education, the null hypothesis is rejected.

Hypothesis:4

There is no significant relationship between self –esteem and academic achievement the Urban students of college of education.

TABLE 4.10

Correlation between self –esteem and academic achievement the Urban students of college of education.

Sample	N	Calculated Value - r	Tabulated Value - r	Result
Urban	139	0.152156	0.139	significant

- From the above table, it is clear that the r value is(0.152156) is greater than table value is (0.139) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ there is significant relationship between self-esteem and academic achievement the urban students college of education, the null hypothesis is rejected.

Hypothesis:5

There is no significant relationship between self –esteem and academic achievement the Rural students of college of education.

TABLE 4.11

Correlation between self –esteem and academic achievement the Rural students college of education.

Sample	N	Calculated Value - r	Tabulated Value - r	Result
Rural students	161	-0.08068	0.139	Not significant

- From the above table, it is clear that the r value is (-0.08068) is less than table value is (0.139) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ there is no significant relationship between self-esteem and academic achievement the rural students of college of education, the null hypothesis is accepted.

Hypothesis:6

There is no significant relationship between self –esteem and academic achievement the government students of college of education.

TABLE 4.12

Correlation between self –esteem and academic achievement the government college students of education.

Sample	N	Calculated Value - r	Tabulated Value - r	Result
Government students	87	0.030853	0.207	Not significant

- From the above table, it is clear that the r value is(0.030853) is less than table value is (0.207) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ there is no significant relationship between self-esteem and academic achievement the government students college of education, the null hypothesis is accepted.

Hypothesis:7

There is no significant relationship between self –esteem and academic achievement the Government aided students of college of education.

TABLE 4.13

Correlation between self –esteem and academic achievement the Government aided students of college of education.

Sample	N	Calculated Value - r	Tabulated Value - r	Result
Government Aided student	100	0.234	0.197	significant

- From the above table, it is clear that the r value is(0.234) is greater than table value is (0.197) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ there is significant relationship between self-esteem and academic achievement the government aided students college of education, the null hypothesis is rejected..

Hypothesis:8

There is no significant relationship between self –esteem and academic achievement the Private college students of college of education.

TABLE 4.14

Correlation between self –esteem and academic achievement the Private college students college of education.

sample	N	Calculated Value - r	Tabulated Value - r	Result
Private college	113	-0.194	0.197	Not significant

- From the above table, it is clear that the r value is(0.194) is less than table value is (0.197) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ There is no significant relationship between self-esteem and academic achievement the private college students college of education, the null hypothesis is accepted.

Hypothesis:9

There is no significant relationship between self –esteem and academic achievement the Tamil medium students of college of education.

TABLE 4.15

Correlation between self –esteem and academic achievement the Tamil medium students college of education.

Sample	N	Calculated Value - r	Tabulated Value - r	Result
Tamil medium students	131	-0.04027	0.197	Not significant

- From the above table, it is clear that the r value is (- 0.04027) is less than table value is (0.197) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ there is no significant relationship between self-esteem and academic achievement the Tamil medium students college of education, the null hypothesis is accepted.

Hypothesis:10

There is no significant relationship between self –esteem and academic achievement the English medium students of college of education.

TABLE 4.16

Correlation between self –esteem and academic achievement the English medium students college of education.

sample	N	Calculated Value - r	Tabulated Value - r	Result
English medium	169	0.171798	0.139	significant

- From the above table, it is clear that the r value is(0.171798) is greater than table value is (0.139) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ there is significant relationship between self-esteem and academic achievement the English medium students college of education, the null hypothesis is rejected.

Hypothesis:11

There is no significant relationship between self –esteem and academic achievement the UG students of college of education.

TABLE 4.17

Correlation between self –esteem and academic achievement the UG students of college of education.

Sample	N	Calculated Value - r	Tabulated Value - r	Result
UG	225	0.01581	0.139	Not significant

- From the above table, it is clear that the r value is(0.01581) is less than table value is (0.139) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ there is no significant relationship between self-esteem and academic achievement the UG students college of education, the null hypothesis is accepted.

Hypothesis:12

There is no significant relationship between self –esteem and academic achievement the PG students college of education.

TABLE 4.18

Correlation between self –esteem and academic achievement the PG students college of education.

Sample	N	Calculated Value - r	Tabulated Value - r	Result
PG students	75	0.180546	0.235	significant

- From the above table, it is clear that the r value is(0.180546) is less than table value is (0.235) at 0.05 level of significance.
- Hence it is concluded that the null hypothesis “ there is significant relationship between self-esteem and academic achievement the PG students college of education, the null hypothesis is accepted.

Hypothesis:13

There is no significant difference between male and female students in respect of self-esteem and academic achievement.

Table no 4.19

Mean S.D and t-value of Male and Female students in respect of self-esteem.

Gender	N	Mean	S.D	t-value	Significant Level
Male	131	115.226	7.1928	3.3511	Significant at 0.01 level
Female	169	116.306	7.2786		

Interpretation:

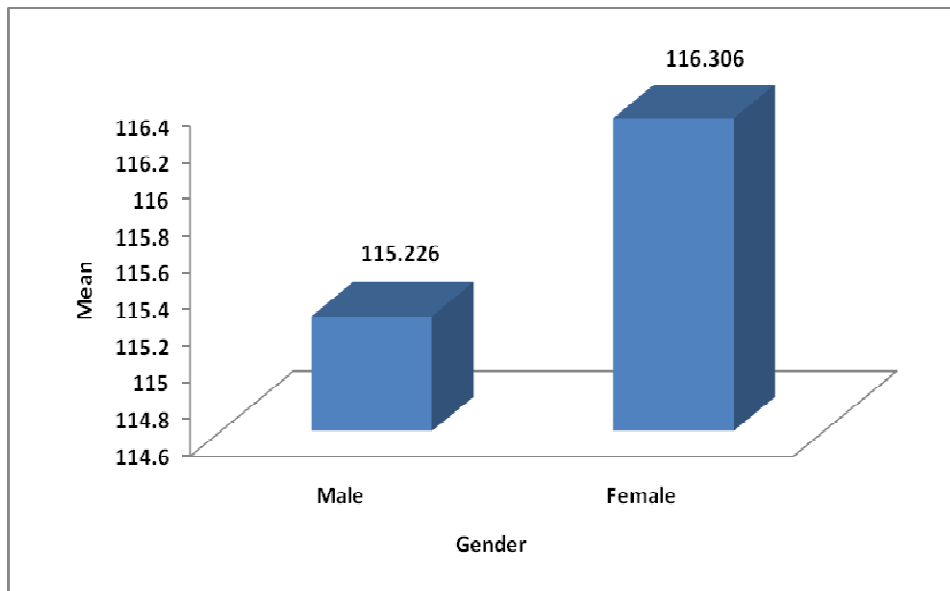
From the above table it is clear that the calculated t-value is 3.3511 is greater than that of the table value of 2.58 for 298 degree of freedom at 0.01 level since the t-value significant at 0.01 level the null hypothesis is rejected.

CONCLUSION:

Female students are better than that of male students in respect of self-esteem and academic achievement.

Diagram:4.19

Bar diagram showing the mean value of self-esteem Male and Female students of college of education.



Hypothesis:14

There is no significant difference between Urban and Rural students in respect of self-esteem and academic achievement.

Table no 4.20

Mean S.D and t-value of Urban and Rural students in respect of self-esteem.

Location	N	Mean	S.D	t-value	Significant Level
Urban	139	115.438	7.273	1.0599	Not Significant at 0.01 level
rural	169	115.7698	7.280		

INTERPRETATION:

From the above table it is clear that the calculated t-value is 1.0599 is less than that of the table value of 1.96 for 298 degree of freedom at 0.05 level since the t-value significant at 0.05 level the null hypothesis is accepted.

CONCLUSION:

Rural students are better than that of urban students in respect of self-esteem and academic achievement.

Hypothesis:15

There is no significant difference between Government and Government aided students in respect of self –esteem and academic achievement.

TABLE NO 4.21

Mean S.D and t-value of Government and Government aided students in respect of self-esteem.

Type of college	N	Mean	S.D	t-value	Significant Level
Government	87	117.597	5.5582	3.5167	Significant at 0.01 level
Government aided	100	116.32	6.8118		

INTERPRETATION:

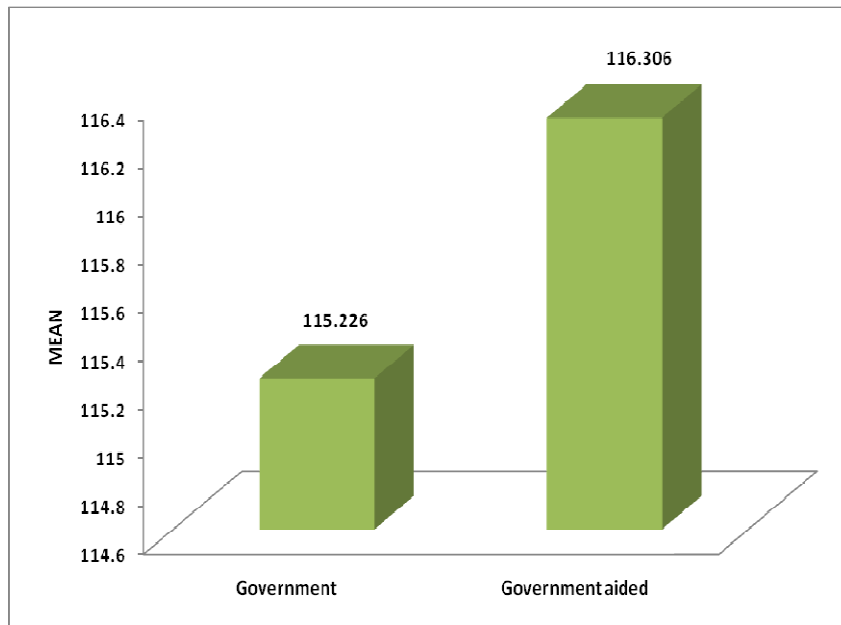
From the above table it is clear that the calculated t-value is 3.5167 is greater than that of the table value of 2.58 for 298 degree of freedom at 0.01 level since the t-value significant at 0.01 level the null hypothesis is rejected.

CONCLUSION:

Government students are better than that of government aided female students in respect of self-esteem and academic achievement.

Diagram: 4.21

Bar diagram showing the mean value of self-esteem among the Government and Government aided students of college of education.



Hypothesis:16

There is no significant difference between Government and Private students in respect of self –esteem and academic achievement.

Table no 4.22

Mean S.D and t-value of government and Private students in respect of self-esteem.

Type of college	N	Mean	S.D	t-value	Significant Level
Government	87	117.5977	5.5582	9.3674	Significant at 0.01 level
Private	113	114.1149	8.4101		

INTERPRETATION:

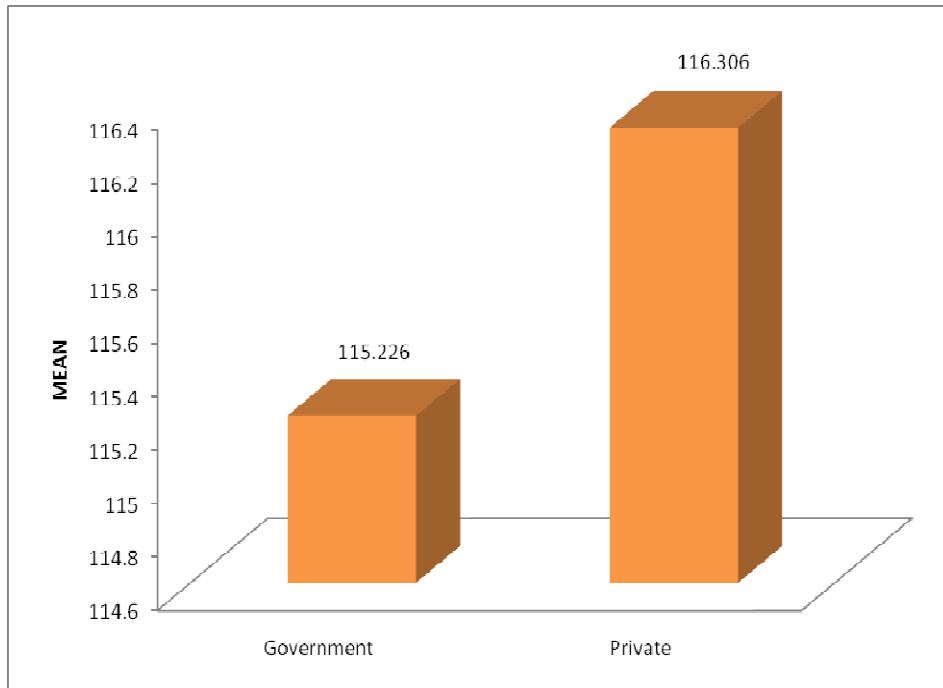
From the above table it is clear that the calculated t-value is 9.3674 is greater than that of the table value of 2.58 for 298 degree of freedom at 0.01 level since the t-value significant at 0.01 level the null hypothesis is rejected.

CONCLUSION:

Government students are better than that of private students in respect of self-esteem and academic achievement.

Diagram: 4.22

BAR diagram showing the mean value of self-esteem among the government students and Private students of college of education.



Hypothesis:17

There is no significant difference between Government aided and Private students in respect of self –esteem and academic achievement.

Table no 4.23

Mean S.D and t-value of Government aided and Private students in respect of self-esteem.

Type of college	N	mean	S.D	t-value	Significant Level
Government aided	100	116.32	8.602	6.9832	Significant at 0.01 level
Private	131	116.81	8.147		

INTERPRETATION:

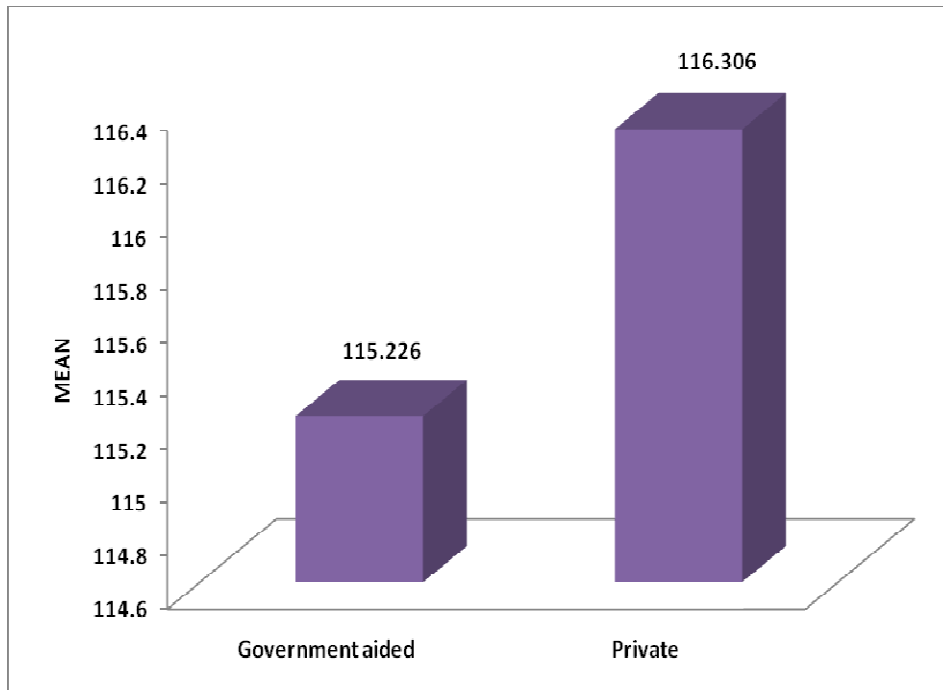
From the above table it is clear that the calculated t-value is 6.9832 is greater than that of the table value of 2.58 for 298 degree of freedom at 0.01 level since the t-value significant at 0.01 level the null hypothesis is rejected.

CONCLUSION:

Private college students are better than that of government aided students in respect of self-esteem and academic achievement.

Diagram:4.23

Bar diagram showing the mean value of self-esteem among the Government aided and Private college students of college of education.



Hypothesis:18

There is no significant difference between Tamil medium and English medium students in respect of self –esteem and academic achievement.

Table no 4.24

Mean S.D and t-value of Tamil medium and English medium students in respect of self-esteem.

Medium	N	mean	S.D	t-value	Significant Level
Tamil medium	131	116.099	5.697	1.244	Not Significant at 0.01 level
English medium	169	115.7515	5.834		

INTERPRETATION:

From the above table it is clear that the calculated t-value is 1.244 is greater than that of the table value of 2.58 for 298 degree of freedom at 0.01 level since the t-value significant at 0.01 level the null hypothesis is accepted.

CONCLUSION:

Tamil medium students are better than that of English medium students in respect of self-esteem and academic achievement.

Hypothesis:19

There is no significant difference between UG and PG students in respect of self-esteem and academic achievement.

Table no 4.25

Mean S.D and t-value of UG and PG students in respect of self-esteem.

Qualification	N	mean	S.D	t-value	Significant Level
UG	225	115.3467	6.437	6.7827	Significant at 0.01 level
PG	75	112.88	7.7737		

INTERPRETATION:

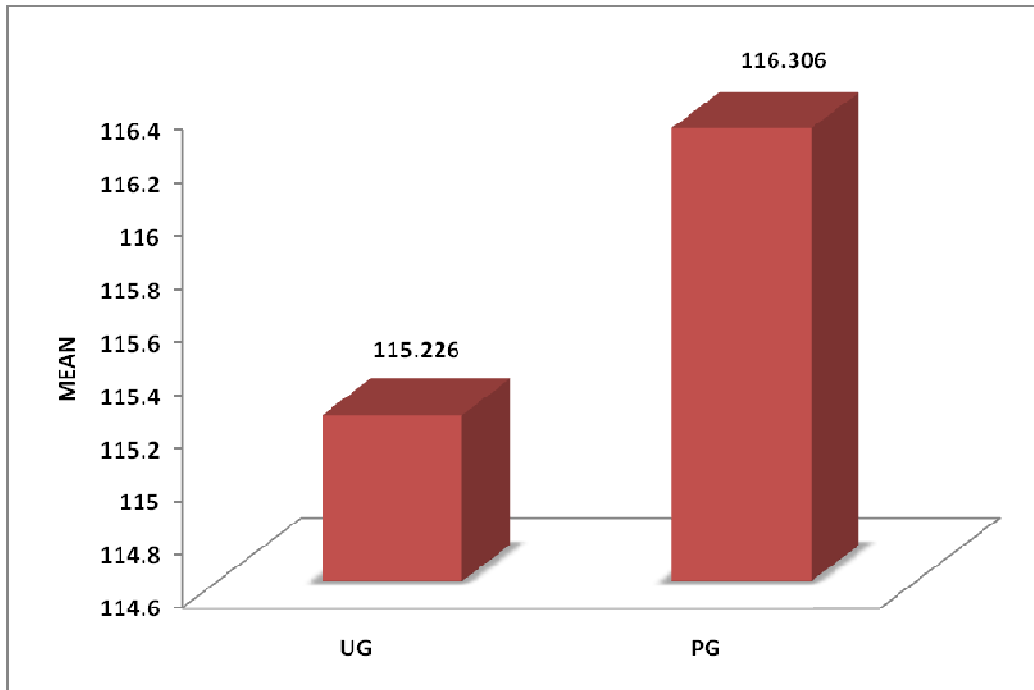
From the above table it is clear that the calculated t-value is 6.7827 is greater than that of the table value of 2.58 for 298 degree of freedom at 0.01 level since the t-value significant at 0.01 level the null hypothesis is rejected.

CONCLUSION:

UG students are better than that of PG students in respect of self-esteem and academic achievement.

Diagram:4.25

Bar diagram showing the mean value of self-esteem among the UG and PG students of college of education.



CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter deals with the summary and brief explanations of previous chapter and the findings and suggestions of the present study. this chapter has been arranged under the following headings.viz., introduction, statement of the problem sample design instrumentation, findings and conclusion, limitation of the study and suggestions for further research study.

The Statement of the Problem is **“A Study of Self-Esteem in Relation with Academic Achievement Among the Students of the Colleges of Education in Coimbatore Educational District”**. here the researcher studied the self-esteem achievement of colleges of education in Coimbatore educational district.

5.2 SAMPLE DESIGN

The researcher decided to use random sampling procedure to ensure the representatives. the colleges of education students were selected of stratified random sampling method because the total number of students selected for the study divide into various subgroup like students studying in rural area colleges studying in urban area colleges, government college students, government

aided students and private college students. were the investigator selected 300 students were taken as samples from 6 colleges in Coimbatore educational district.

5.3 INSTRUMENTATION:

In an educational research, a variety of tools have been developed for the collection data. These tools are different kinds with different purposes. As such it was thought fit to construct or to make use of a standardized questionnaire, or to make use of a standardized questionnaire, or inventory, as these techniques are useful to collect data directly from the subjects of any range of furniture. So the meant slip was the construction or selection of suitable data gathering instruments.

The tools used for any educational research are.

7. Questionnaire
8. Observation
9. Interview
10. Check – list
11. Schedule and
12. Rating scale

In educational research variety of instruments are available to collect data from the sample selected for the study. The instruments are of different kinds and used according to the nature of investigation each instrument is particularly appropriate certain source of data fielding information of the kind.

SELF – ESTEEM TEST

The investigation decided to construct a tool in the form of questionnaire which is appropriated to find out the self-esteem in relation with academic achievement among eh students of colleges of education in Coimbatore educational district. The tool consists of the two parts.

Part one : Students Bio Data

Part two : Self-esteem Questionnaire

Part two contains 34 statements

The investigator selected standardized tool to measure self-esteem of the students. Which was used by Rosenberg (1985) the reliability value 0.8.

ACHIEVEMENT:

The investigator selected model examination marks which was conducted in the year of 2012.

5.4 FINDINGS

The findings of the present study are as follows.

1. There is a positive relationship between self-esteem and academic achievement the students of colleges of education.
2. There is a negative relationship between self-esteem and academic achievement the male students of colleges of education.
3. There is a positive relationship between self-esteem and academic achievement the female students of colleges of education.
4. There is a positive relationship between self-esteem and academic achievement the rural students of colleges of education.
5. There is a positive relationship between self-esteem and academic achievement the urban students of colleges of education.
6. There is a positive relationship between self-esteem and academic achievement the government students of colleges of education.

7. There is a positive relationship between self-esteem and academic achievement the government aided students of colleges of education.
8. There is a positive relationship between self-esteem and academic achievement the private college students of colleges of education.
9. There is a negative relationship between self-esteem and academic achievement the Tamil medium students of colleges of education.
10. There is a positive relationship between self-esteem and academic achievement the English medium students of colleges of education.
11. There is a positive relationship between self-esteem and academic achievement the UG students of colleges of education.
12. There is a positive relationship between self-esteem and academic achievement the PG students of colleges of education.
13. Female students are better than that of Male students.
14. Rural students are better than that of Urban students.

15. Government students are better than that of Government aided students.
16. Government students are better than Private students.
17. Private students are better than that of Government aided students.
18. Tamil medium students are better than that of English medium students.
19. UG students are better than that of PG students.

5.5 SUGGESTIONS BASED ON THE RESULTS

1. Based on the major findings, certain suggestions are made by the investigator.
2. The present study proves that female students are more interested in studies than male because the positive attitude in studies is higher than male. Female students guided properly by the teacher and all occasions.
3. Urban students are more interested than rural students as they to the classroom discipline.
4. Government college students are more interested than government aided college students. This is due to the

effective leadership of the principal and the dedicated teachers.

5. Private college students are better than government college students and government aided college students, because some specialties conducting for the students achievement like infrastructure, lab specialties, curriculum, teacher qualifications, experience and good guidance properly. Some private college conducted national seminar, citizenship camp to the students.
6. Tamil medium students are better than that of English medium students. Tamil medium student studied can easily and collected subject matter easily, but English medium students faced too difficulties because language problem less guidance.
7. UG students are better than PG students.
8. There is no significant relationship between self-esteem and academic achievement among male students. teachers can encourage them by using different types of audio-visual aids and also by assigning the project work.
9. There is no significant relationship between self-esteem and academic achievement among female students. teacher can

use different methods of teaching like brain storming method.

10. There is no significant relationship between self-esteem and academic achievement among urban college students. Curriculum which includes the practical involvement in learning education field should be introduced. It would create more self esteem in the pupils.
11. There is no significant relationship between self-esteem and academic achievement among government college students. the classroom activities should create self-esteem in them the teacher should be the role model of the students.
12. There is significant relationship between self-esteem and academic achievement among government aided college students. Self evaluation and self-esteem should be inculcated in them for learning education field.
13. There is no significant relationship between self-esteem and academic achievement among private college students. Teacher can using different method of teaching of teaching like well teaching purpose.

14. There is significant relationship between self-esteem and academic achievement among Tamil medium students. teacher can improve good leadership qualities.
15. There is no significant relationship between self-esteem and academic achievement among English medium students. teacher can improve good listening, speaking, reading and writing ability.
16. There is no significant relationship between self-esteem and academic achievement among UG students. Teacher can advised to higher study for UG students.
17. There is significant relationship between self-esteem and academic achievement among PG students. Teacher can improved some project work and find out solutions for education field.
18. There is no significant relationship between self-esteem and academic achievement among the students of college of education. The conducting class room atmosphere would help them develop self-esteem to achieve more in teaching field.

5.6 Some Practical Suggestions For The Improvement

1. The teacher has to make the teaching a meaningful one. the teacher should not Feel the students to doing anything without understanding the curriculum instruction.
2. For all college students can be give an patriotism, role model, national leader, etc for project work and assignment work.
3. In every college there should be a international seminar or associations and the students should take part in it. This will help the students to develop self-esteem in teaching field.
4. The college authorities can arrange for education related exhibitions in their campus itself. visit to the placec of educational importance would create more self-esteem in the students.
5. The teacher should encourage the students to go to the library and read books of educational importance.
6. The lecturer should conduct class test and activities at regular intervals so as to make the students get high score.
7. Opportunities should be given to the students to express their difficulties in learning curriculum, that the teacher could help them overcome their difficulties.

8. The students should develop the habit of listening to programmes related to education over the radio and television. This will increase their self-esteem.
9. The teacher holds the greater responsibility of creating in the students which would lead to greater achievement in education field.

5.7 SUGGESTIONS FOR FUTURE RESEARCH

The following few suggestions are recommended for doing further research.

1. This study limited in Coimbatore educational district.
2. This study can be conducted in other type of college like arts and science, engineering college, medical college.
3. This study can be conducted in schools like government, government aided private, anglo Indians schools.
4. This study can be done on other subjects like Tamil, English, Maths, History, Physics, Chemistry, Biology etc.
5. This study is which may be conducted in other district.
6. This study is confined to a few variables gender, location, type of management, medium of instruction, qualification

are taken into account, various age, marital status, can be also be undertaken for further research.

7. Similarly this study can be conducted teachers for school and college level.
8. In this study only 300 samples were used, in future is can be extend in to a large scale.

5.8 CONCLUSION

There is a positive significant relationship between self-esteem and academic achievement among the college of education students studying in Coimbatore educational district. The findings of the present study is go in- line with the result of V.Kumar (2009) who has arrived that there is a positive correlation was found between self-esteem, gender and academic achievement of under graduate students. The investigator concluded by the following a details. The study suggests that the achievement and self-esteem of the students of college of education differ significantly with regard to the type of colleges the correlations study suggests the fact that there exists no significant relationship between self--esteem and academic achievement of different college students viz., government and private colleges. The correlation study reveals that fact there is no relationship between the self-esteem and academic achievement in different type of students of colleges of education. We conclude that the students of government college students rank higher in achievement when compared to the students of other colleges and also we concluded that urban students are high achievers when compared to the rural college students. however, the future studies should effort to better self-esteem and measure their significantly-relation to academic achievement.

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