

The Impact of Self-Esteem on the Academic Performance of High School Students

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ABSTRACT

The goal of this study is to improve the academic performance of high school students. The study used a qualitative research method called practical/mutual collaborative/deliberate, which enables collaboration between researchers and teachers. The study attempts to answer the two main questions: what strategies can be used to best improve the twelfth-grade students' self-esteem at Kelsey High School? And in what ways can students' motivation predict the change in their negative feelings about themselves? Thirty-seven students in the twelfth grade at Kelsey High School participated in several training and technique-application sessions to improve their self-perception and, consequently, their academic performance. The study offers several solutions and implications for teachers on how to improve students' academic performance.

Keywords: self-esteem, performance, learning, high school, students.

Introduction

Self-esteem has garnered increased attention as one of the key elements influencing students' academic achievement (Zhao, Zheng, Pan, & Zhou, 2021). It has been stated that having strong self-esteem can contribute to excellent academic accomplishment. Self-esteem refers to a person's overall judgments of competence toward one's value (Rouault et al., 2022). This construct appears when students contrast their self-evaluation with their actual performance in a variety of activities. Furthermore, this contrast between the real self and the ideal self is critical, especially throughout adolescence, because teenagers face a variety of developmental tasks as well as problems unique to their age (Ruzek et al., 2016). Strong self-esteem, in general, helps people see themselves as proactive, capable, and capable of promoting change through effort and setting higher goals that lead to learning new things. Interestingly, multiple studies have shown that the greatest method to improve student success is to boost individual self-esteem (Rubie, Townsend, & Moore 2004).

There is no question that students experience a significant amount of stress. 90% of the students surveyed by the American Psychological Association identified their school as a significant source of stress (Sharma & Sharma, 2021). Besides the stress caused by COVID-19, attempting to handle the cost of school while managing employment, home, and college life may be daunting. Too much stress can eventually lead to low self-esteem, which leads to poor academic achievement, which leads to even more stress. When self-esteem and stress combine to establish a negative feedback cycle, it is vital to sever the relationship before the student's academic record suffers (Yu et al., 2022).

What effect does self-esteem have on student learning? What effect do grades have on pupils' self-esteem? While these two questions appear to be opposed, the answer is the same: according to Aryana (2010), there is a significant relationship between self-esteem and academic achievement in students. In other words, low self-esteem generally results in poor academic achievement, but strong self-esteem might result in higher marks. A positive correlation between self-esteem and academic achievement suggests that addressing self-esteem concerns in college students is critical for overall student success and better mental well-being.

Supporting children in setting objectives that concern something bigger than themselves, such as how they can help others, is the key to raising their self-esteem. Others, however, assert that when the right goals are established, focusing more on the process than the result can lower stress and increase success in achieving the result (Han & Park, 2020).

Improving the students' low self-esteem has encountered some barriers. The pressure on the educational authorities to incorporate programs of personal development specifically aimed at enhancing and strengthening self-esteem is an expectation that educational institutions have become accustomed to by providing a myriad of self-help courses (Foels and Tomcho, 2005). Supporters of increased self-esteem issues encouraged schools to make self-esteem issues a priority. They believed that low self-esteem was the cause of all unwanted behaviors, including but not limited to teen pregnancy and gang violence. Schools implemented programs to foster self-esteem and character development (e.g., Ammerman & Fryrear, 1975; Haney & Durlak, 1998; Swann, 1996).

The absence of relevant curriculum, competence, and activities has affected the student's self-esteem. All those who wish to increase or improve self-esteem issues in students tend to exaggerate the importance of praise. Praise, motivation, and encouragement are indeed important for students' self-esteem and success at school, but even more so for their sense of competence and self-worth (Baumeister, Bratslavsky, Finkenauer & Kathleen, 2001). When self-esteem issues are not solved at school, damages may occur in the form of self-efficacy is harmed. The student's response might be to withdraw or compensate for this deficiency. They may even actively reject the whole concept and context of school to revert to life on the street or at home (Spindler & Spindler, 1989).

Related Studies

Yu et al. (2022) investigated how self-esteem affected rural Chinese students' academic performance. The Rosenberg Self-Esteem Scale (RSES) was used in this study to assess the self-esteem of 3101 students from rural primary and secondary schools in China, and its relationship with academic achievement was examined. The finding revealed that students in rural China had much lower self-esteem and a higher frequency of poor self-esteem than students of comparable age in previous research from urban China and other countries. Additionally, there was a direct link between a student's academic success and their sense of self-worth. Students with low self-esteem (RSES score of 25) scored lower on mathematics tests by 0.14 SD ($p < 0.001$), which was robust and consistent when using the propensity score matching method. A 1-SD increase in RSES score (shows good self-esteem) was linked to a rise of 0.12 SD in standardized math scores.

Zhao, Zheng, Pan, and Zhou (2021) investigated how teenage self-esteem and academic engagement relate, as well as the mediating role of academic self-efficacy and the moderating role of perceived social support. A total of 418 youths ($M_{age} = 14.92$) from the Chinese province of Hebei were requested to answer confidential questionnaires. The findings indicate that academic self-efficacy served as an indirect mediator between self-esteem and adolescent

academic engagement, with a percentage of this mediation impact on the total effect of 73.91%. Perceived social support acted as a second-stage moderator, reducing the mediating impact of academic self-efficacy. More specifically, when students perceived more social support, academic self-efficacy had a greater impact on their academic engagement. The findings suggest that it is crucial to consider teens' perceptions of their social support, academic self-efficacy, and self-esteem in order to increase their academic engagement.

Sharma and Sharma (2021) provide insight into the connection between a secondary school student's academic success and self-esteem. It was also a goal of this study to determine how males and females vary from each other in terms of academic success. The study's objectives were established using the Cooper Smith questionnaire and the students' grades from the most recent and previous semesters. A random sample of 50 males and 50 females was selected to collect data. Surveys were given to 100 students in the Jaipur school district. The findings showed a substantial ($p < 0.01$) positive association between academic success and self-esteem. Additionally, there was a big gap in academic success between males and females. Nonetheless, there was no significant difference in self-esteem between males and females.

Statement of Problem

The problem was that many students in the twelfth grade at Kelsey High School were showing symptoms of low self-esteem. Students did not participate in the curriculum and extracurricular activities. Students' achievement was a concern, due to the failing grades on their test scores. Students' achievement was below grade level. Students' absence was over the allowed absence level of 10 days per semester. Students were not motivated to interact with their teachers or their peers.

Objectives of the Study

The purpose of this study was to change the students' negative feelings about themselves and their immediate response from "I cannot." to "I can."

Research Questions

1. What strategies can be used to best improve the twelfth-grade students' self-esteem at Kelsey High School?
2. In what ways can students' motivation predict the change in the students' negative feelings about themselves?

Methodology

In this study, the practical/mutual collaborative/deliberate mode of action research, which enables researchers and teachers to collaborate, was applied. In this mode, the researcher and the participant teacher come together to identify possible problems, the underlying causes, and possible solutions (Holter & Schwartz-Barcott, 1993). They collaboratively identify the problems that occur during the practice of each action plan, evaluate these problems, and try to find a solution. This process aims to improve the participant's application and presentation in the classroom. The communication flow begins with the collaboration of the researcher and participant (teacher) and then flows from the participant to the students. In this study, the action research steps outlined by Johnson (2008) were adopted. As a result, there are several steps that make up the action research process, including: (1) identifying the problem; (2) planning the data collection process (i.e., how and how often); (3) collecting and analyzing data; (4) preparing an action plan based on the findings obtained; and, finally, (5) reporting and sharing the findings. The dynamic and flexible structure of action research allows for distinctive planning for each study. This current study was designed with a dynamic and flexible structure that focuses on solving the problems that arose during the application rather than a predetermined, fixed process.

Description of Community

The community used in this study was the Virtual Schools Portal. The students were in the twelfth grade at Kelsey High School.

Description of work setting

This action research project took place at a high school in the virtual school community portal. There were 37 students who participated in this project; all of them were in the twelfth grade. The demographic composition of the twelfth grade at Kelsey School Portal was 62% Anglo, 16% African American, 13.5% Hispanic, and 8% Oriental. The school has worked hard with the students to have them accepted into colleges and universities. Thirty-five percent of the students were accepted to study at various colleges and universities.

Measurements of outcomes

This study was based on primary data collected from the Virtual Schools Portal. The effectiveness of the action research in addressing issues of low self-esteem among students in the twelfth grade was evaluated using a variety of strategies. First, the researchers reviewed the students' profiles. Second, the researchers studied the students' grades and attendance records. Third, the researchers conducted monthly meetings with each student. The students then participated in a self-esteem survey. Last, the students were observed, and they were asked to complete a survey about self-esteem. The variables incorporated in this questionnaire were mainly picked up from the 37 students in the twelfth grade. The researchers used a qualitative approach to collect the data needed to conduct this study.

Researcher's Role

The first researcher is an associate professor in Isra University's psychology department, with a Ph.D. in Clinical Psychology from Aligarh Muslim University (AMU) in India. His research area consists of experimental and clinical psychology, psycholinguistics, neuropsychology, and mental health. His recent publications have examined task complexity, mental health factors, and the psychological perceptions of individuals. The second researcher is an assistant professor in the department of English language and literature at Isra University. He obtained a Ph.D. in Teacher Education & TESOL from the University of Nevada, Las Vegas, US, in 2016. TEFL, TESOL, Applied Linguistics, Teacher Mentoring, and Curriculum & Instruction are among his research interests. His recent publications have explored teachers' traits, teachers' reciprocity, language skills, morphology, and online education. The third researcher is an Assistant Professor of English Language and Linguistics at Isra University, Jordan. She was awarded her PhD in TEFL from Yarmouk University, Jordan, in 2017. Her current research interests include second language acquisition, pragmatics, teacher education, curriculum development, and computer-assisted language learning.

The researchers in this study worked collaboratively in all phases of the work. First, they met several times to design the study, formulate the study questions, collect data, and analyze it. Second, they collaborated with the teachers and school administration through training and technique-application sessions. Finally, after writing the manuscript, the researchers provided the needed implications for teachers to improve students' academic performance.

Problem Documentation and Data Collection

Action research seeks to comprehend certain components and circumstances in the academic setting by gathering data (Johnson, 2008). One form of documentation used to monitor and specify the problem was a review of the student profiles. The researchers found out that: five of the 37 students (13.5%) had jobs; five of the 37 students (13.5%) were suspended for using drugs or smoking; three of the 37 students (8%) were pregnant; two of the 37 students (5%)

dropped out; and one of the 37 students (3%) committed suicide. Another form of documentation used to monitor the problem was a review of student grades, behavior, and attendance statistics. Seven of 37 students (19%) reported failing grades; four of the 37 students (11% reported having behavioral problems); and seven of the 37 students (19%) reported having attendance problems. A survey to assess the students' feelings towards home, school, relations, and interaction with others was used to further document self-esteem issues.

Figure 1: Interpretation of action research spiral



Causative Analysis

There were several causes leading to the problem that many students in the twelfth grade at Kelsey High School faced with regard to low self-esteem: The sameness, monotony, and boredom resulted in a lack of variety in academics and extracurricular activities. The gap between the students' receptive power and the material presented in the classes compounded the problem of self-esteem. The variation in the receptive and expressive skills among the students, particularly those raised in families that speak English as a second language, contributed to the problem, making self-esteem issues difficult to address. Social differences, physique, personality, intelligence, and the influence of the media have all influenced self-esteem issues. Parents' attitudes towards their children's achievements, the level of education of the student's parents, the fear of failure, and the fear of competition all played crucial roles in causing self-esteem problems. Measuring oneself against others, feeling inadequate or insecure, social phobia, relationship problems, a lack of interaction with parents as a child, and the lack of motivation from the parents or the teachers were the underlying causes of the self-esteem problem.

Goals and Expectations

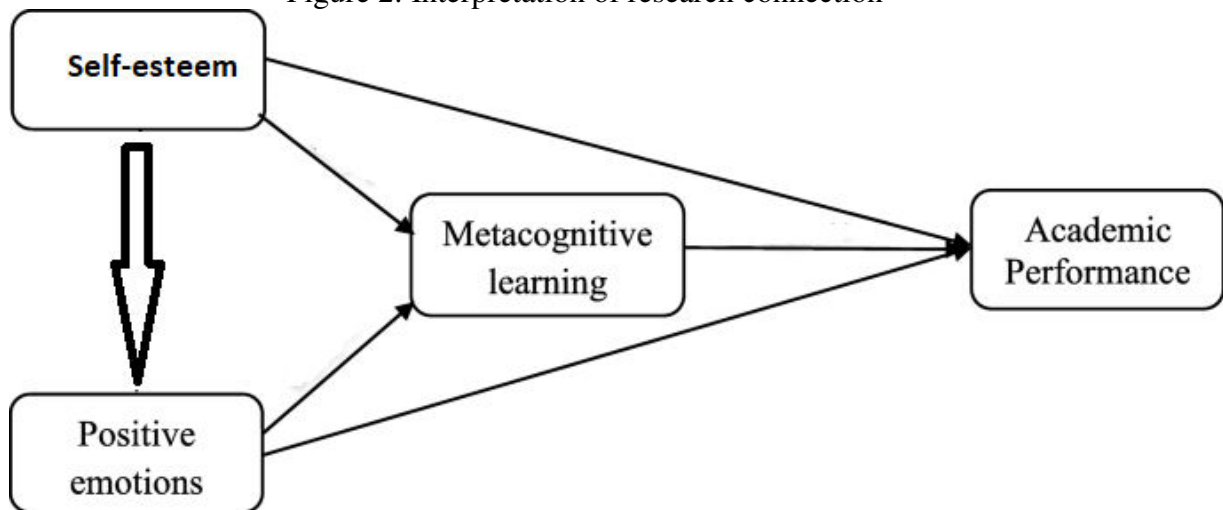
This study expected to change the students' negative feelings about themselves and their immediate response from "I cannot" to "I can."

Expected Outcomes

1. The students will start interacting in the classes and other extracurricular activities.

2. The students will start taking part in the given activities after changing the physical nature of the activities.
3. The students will stop blaming themselves and feel loved.
4. The students will change their belief that success was attributable to their ability and competence.
5. The female students will change their inferior beliefs about themselves and start feeling the same way as the male students in the class.
6. The students will stop smoking or using drugs.
7. The students will attend class.
8. The students will stop misbehaving.
9. The students showed improvement in their grades.

Figure 2: Interpretation of research connection



Training and Techniques

The researchers trained the students on a set of basic strategies for 10 weeks, which required 12 meetings with a duration ranging from 60 to 75 minutes. These techniques were as follows:

1. Acceptance technique: The first technique for increasing self-esteem necessitates the practice of acceptance, or the capacity to completely and sincerely embrace who and what you are as a special person. This does not imply disregarding your flaws and acting as though you are flawless in every manner. Acceptance, on the other hand, entails admitting your shortcomings and attempting to fix them through time. You must strike a healthy balance: concentrating on your flaws too much gives them a great, self-destructive "weight" that "brings you down," yet ignoring them completely offers little opportunity for self-mastery or personal progress.
2. Self-Belief technique: Improving your self-belief is also necessary for increasing your self-esteem. Consider self-belief to be a muscle that requires frequent stimulation to grow. Achievement in life, whether in personal or professional affairs, is the consequence of perseverance and dedication to think that you are capable of great things. Believing in oneself necessitates regular constructive and encouraging self-talk: your internal conversation has a direct impact on how you see and perceive the world, therefore it is

critical to keep it centered on the constructive and proactive rather than the destructive and self-defeating.

3. **Be Present technique:** The third technique for boosting your self-esteem is rearranging the way you consider and "engage with" the past. One of the most common concepts in mental health and wellbeing is that it may be very challenging for someone to be joyful in the present if they spend an excessive amount of time dwelling over the past. The inability to remain rooted in the present and the urge to relive and "correct" the mistakes of the past are two major contributors to the stress that numerous people face today.
4. **Self-improvement technique:** Increasing self-esteem also necessitates a commitment to lifelong personal development. This does not imply that you should scrutinize every decision you make and become more analytical of yourself. Instead, it entails improving a little bit from where you were yesterday, last week, or last month. This includes being a little bit wiser, more patient, less hostile, more compassionate and accepting, less severe on yourself and others, etc. Do not berate yourself; instead, attempt to reframe your shortcomings as chances for personal improvement, progress, and, if at all possible, the benefit of people around you.
5. **Practice Mindfulness technique:** Practicing mindfulness is the sixth essential technique for raising self-esteem. The only need for mindfulness is that you remain attentive to your ideas as they appear, move through your consciousness, and then fade away. The goal of mindful awareness is to equip you with the ability to objectively identify and evaluate your ideas as they arise. Instead of getting caught up in the illusion that your ideas are true depictions of your inner self or your core identity, mindfulness enables you to perceive your views for what they are as fleeting "intellectual currents" that originate and disappear on their own. We are not our ideas; rather, we are that which is aware of them.
6. **Empowering Beliefs technique:** Embracing empowering ideas while letting go of self-limiting ones is the ultimate technique for effectively raising your self-esteem. I have been alluding to this technique throughout this piece. Humans continuously modify, refine, and "fine-tune" their beliefs in response to their experiences in life. On the one hand, this implies that we are always at least in part a result of experiences that may not be applicable or advantageous to our present situation. The flip side of that is that it means we get a fresh chance each day to work on developing new ideas that can encourage rather than prevent increased self-discovery, self-respect, and eventually self-esteem.

Results

The percentage of the students who showed improvement and participated in class activities and extracurricular activities was computed and evaluated. The number of students who took part in the given activities was 20 students or 54%. Charts and graphs displayed data visually comparing pre-and post-study for the outcomes in the below tables and figures. Self-esteem pre- and post-surveys were given to each student to assess their progress. Monthly meetings were conducted with students to assess the improvement in their behavior. A pre-and post-comparison of the student's grades was made.

Table 1: Means, standard deviation, modified means, and standard error for problems domain

Domains	Category	Means	<i>St.dev</i>	modified means	standard error
Behavioral problems	Post-study	2.23	0.55	2.21	0.15
	Pre-study	2.92	0.43	3.07	0.12
Grades declining	Post-study	2.43	0.56	2.49	0.16
	Pre-study	3.07	0.63	3.01	0.17
Attendance problem	Post-study	2.36	0.58	2.89	0.16
	Pre-study	3.20	0.55	3.25	0.15
Drugs and Smoking Problem	Post-study	2.49	0.96	2.42	0.11
	Pre-study	3.31	0.51	3.42	0.14

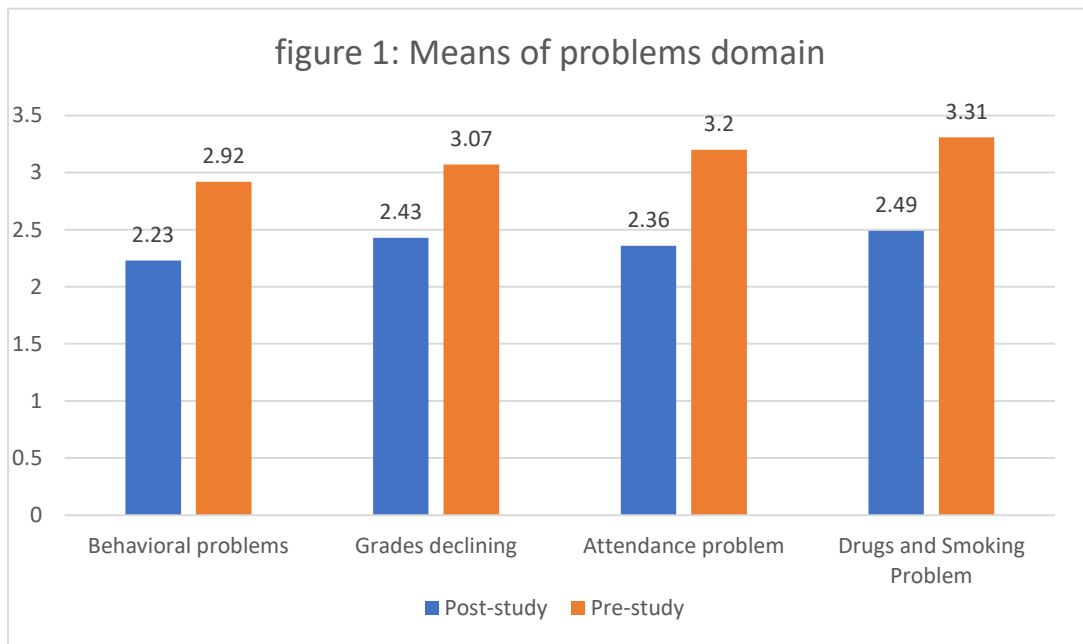


Table (1) showed a clear difference between the modified means of pre- and post-study in favor of post-study in all domains and the total score of self-esteem.

Table 2: Means, standard deviation, modified means, and standard error for total self-esteem

Domains	Category	Means	<i>St.dev</i>	modified means	standard error
Self-esteem	Post-study	3.12	0.58	2.36	0.13
	Pre-study	2.41	0.91	3.39	0.15

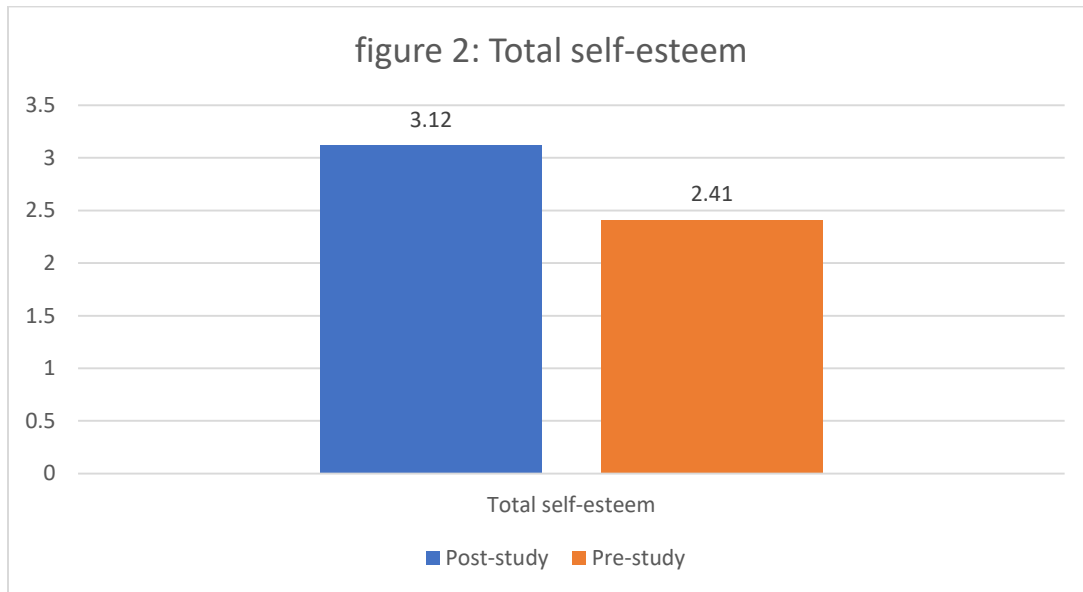


Table (2) shows that the total mean of the pre-study was 2.41 and the total modified mean was 2.36, while the total mean of the post-study was 3.12 and the total modified mean was 2.36.

Solution Strategy

A few solutions could be tracked down in the literature. Students with low self-esteem will benefit most if they are motivated academically. Students with low self-esteem will start evaluating themselves if they are motivated in the right way. Self-evaluation concepts have been studied in relation to motivation (Erez & Judge, 2001). The term "core evaluation," which refers to the underlying, unconscious judgments people make about themselves, has received more attention recently. Self-efficacy and self-esteem are identical (Judge et al., 2005). A reasonable example is research on self-esteem and policy. Self-esteem is often tested by recording replies to questions like "Overall, I am satisfied with myself" or "At times, I think I am no good at all" (Rosenberg, 1979, p. 16). Students with low self-esteem will do better if they are encouraged to overcome their fears. Parents and teachers seek to improve self-esteem. They occasionally overstate the significance of praise in helping kids build self-esteem. Children need positive reinforcement and praise to feel good about themselves. The importance of completing tasks might increase if kids can demonstrate their ability and worth in a credible way (Baumeister, 2001). "It includes a person's sense of his value, his secure conviction that the conception of his good, his plan of life, is worth carrying out. It implies a confidence in one's ability, so far as it is within one's power, to fulfill one's intentions" (Rawls, 1971, p. 440)

Female students with low self-esteem will be engaged in extracurricular activities to consolidate their self-confidence. Academic proficiency is the most pertinent area of evaluation for kids' and teenagers' self-esteem, followed by athletic proficiency, social acceptability, physical attractiveness, and behavioral conduct. "The evaluation of one's physical appearance takes precedence over other areas of self-esteem, especially for girls" (Harter 1993, p. 17).

According to research, family issues have an important role in affecting students' self-esteem. Students who live with both their parents reported improving faster than those who live with one parent. The patterns and structure of family relationships play a vital role in the development of self-esteem (McCormick & Kennedy, 2000).

The positive attitude of parents is critical in the development of self-esteem. Parental supportive and encouraging behaviors are critical in the early development of self-esteem. As children become older, the interactions they have with their classmates, outside of their families, and at school become more crucial in deciding how confident they feel. Parents frequently worry about their child's behavior or emotional health, but they are unsure of where to turn for assistance. For parents, dealing with and understanding the system of mental healthcare may be challenging. The worlds of both parents and children are frequently greatly disrupted by a child's emotional suffering. Sometimes it is hard for parents to be impartial. They could hold themselves accountable or fear that others, such as instructors or family members, will (National Academy of Child and Adolescent Psychiatry). Children's development is favorably correlated with parental encouragement, attentiveness, and the application of inductive control (Gecas & Seff 1990).

Classroom teachers should be instructed to have a positive attitude and trained on how to deal with low self-esteem issues. Students' progress rates are higher if the teachers have a positive attitude. Teachers spontaneously know that when students perform better in school and feel better about themselves, their self-esteem is improved. The children's lack of receiving enough positive attention from others, either at school or at home, affects their self-esteem. The reasons are copious, but the result is still that the students hold low levels of self-esteem. To raise the student's self-esteem, we must start from the very beginning, which involves the school staff. Students usually learn through modeling and imitation. If teachers show signs of low self-esteem, the students will perceive it. We must ensure through training that the interactions between the students and their teachers are positive and encouraging. If people perceive you as a negative person, they tend to get tired of dealing with you after a while. But if you are a positive person you are perceived in a more positive light, and you are a joy to talk to, work with, and be near (Babuata, 2008).

Teachers should be trained to motivate the students according to their achievements and performances. Baumeister, Bratslavsky, Finkenauer & Kathleen (2001) suggests that society is doing itself a disservice by not tying praise to performance and by providing praise when it is not earned.

The government and media can cooperate to promote self-esteem. The more the government and the media work together to promote self-esteem as an advantageous goal, the higher students' self-esteem scores are likely to rise. According to research databases, the number of papers discussing self-esteem has been steadily rising. Self-esteem was mentioned in 0.6% of all articles from 1970 to 1974 in the database. This percentage continuously rose, peaking at 10% between 1975 and 1979 and 12% from 1980 to 1984. Since then, it has stabilized at 12% to 13%. Thus, academic publications on the topic of self-esteem have increased twofold (U.S. Bureau of the Census, 1998). "For the first time, we have it within our power to improve our human condition." We can proceed to develop a social vaccine. "We can outgrow our past failures—our lives of crime and violence, alcohol and drug abuse, premature pregnancy, child abuse, chronic dependence on welfare, and educational failure" (Vasconcellos, 1990, p. ix). We should focus on the process of learning and its relation to self-worth rather than on particular achievements. We should consider "the basic competitive mentality that has long dominated the American scene" (Covington, 1989, p. 110).

Descriptive Selection of Solutions/ Calendar Plan

Classroom teachers should be trained and instructed to implement the following tips: First, change the old traditional concept of homework assignments from an individual task to a group

task. Second, teachers will be trained to implement topics, objects, articles, and games from the surrounding environment in the class. Third, teachers and administrators will inform students and their parents if there is any sign of improvement. Fourth, teachers will encourage and reward the improved students every two weeks. Fifth, teachers will change the physical nature of the assignments into easy formats and paraphrase the difficult vocabulary. Sixth, teachers will ask the parents' help to motivate the students to complete the school's job. Seventh, teachers will help the students become involved in constructive experiences. Eighth, teachers will give positive and accurate feedback. Ninth, teachers will create a safe and nurturing class environment. Tenth, teachers will be instructed to be spontaneous and creative. Eleventh, teachers will identify and redirect the students' inaccurate beliefs. Twelfth, teachers will be positive role models. Thirteenth, teachers will watch what they say.

Students with low self-esteem received a total of twelve weeks of study. In week one, the researchers reviewed each student's profile and studied each student's relationships, behaviors, and character. In week two, the researchers continued reviewing the students' profiles. In week three, the researchers gathered more data from the students, teachers, and administration and compared it to what they found in their profiles. In week four, the teacher gave a twenty-minute class explaining the concept of self-esteem and how it affects people's futures and society. At the end of the class, the teacher asked general questions. In both weeks five and six, the researchers gave a self-esteem survey and examined the students' reactions. In week seven, the researchers interviewed each student and motivated and instructed each student to do the following: first, eat nutritious meals, and exercise daily. Second, they need to be motivated and reminded that they are worth it. Next, they were advised to stand and walk with good posture. Last, students with low self-esteem were encouraged to forgive themselves when they make mistakes. In week eight, the researchers engaged the students in some constructive activities under the supervision of the classroom teacher and the administration. In weeks nine and ten, the researchers gave the students self-esteem surveys to assess any improvement and compared the results with ones that were submitted in weeks five and six. In week eleven, the researchers met with each student separately and discussed each student's pressing problems and the possibilities for progress. In week twelve, the researchers compared the results of all self-esteem surveys, student behavior data, and participation and attendance records.

Results and Recommendations

Anticipated Results

The anticipated results were that: Fifty-four percent of the students started interacting in the classes and the other extracurricular activities, fifty-four percent of the students started doing their homework assignments regularly after changing the physical nature of the assignments from individual tasks to group tasks, fifty-one percent of the students stopped blaming themselves and felt loved, fifty-seven percent of the students changed the belief that success is attributable to their ability and competence, fifty-nine percent of the female students changed the inferior beliefs about themselves and started feeling the same as well as the male students in the class, fifty-nine percent of the students stopped smoking or using drugs, sixty-five percent of the students attended classes regularly, sixty-five percent of the students stopped misbehaving and seventy percent of the students showed improvement in their grades.

Discussion

The outcomes were met, and a noticeable difference was observed by both teachers and students. After teachers were instructed and trained on how to deal with low self-esteem issues, how to be a positive role model, how to change the physical nature of homework assignments

from individual tasks to group tasks, and how to implement topics and articles that interest students, classes became more joyful and vivid to the point that teachers did not have to ask students to participate in the classes, students were already motivated and took a good part in all given activities. Students spontaneously started to interact positively with their peers and with their teachers after they were advised to eat nutritious meals and to exercise daily, to be motivated and reminded that they are worth it, to walk and stand using good posture, and to forgive themselves the times they make mistakes. Students changed their old immediate response from “I cannot” to “I can” after they were engaged in constructive activities. Parents were advised to complete the school’s job and to motivate their children and they noticeably observed a difference in their children’s behaviors. Finally, the administration decided to reward the students who showed improvement in their grades and behavior.

Limitations and implications

Several limitations need to be acknowledged for future research. Data must be verified with additional sources because commonly used open-ended questions may be interpreted incorrectly by the researchers. The researchers and study participants must have an explicit understanding of data rights from the beginning of the project. In addition, privacy and secrecy raise moral dilemmas. Additionally, this technique is not regarded as scientific and could not be as appealing to funding sources because it is more versatile in its information collection and is perceived as an uncommon study strategy.

Writing about self-esteem takes a great deal of time and effort. For researchers who are interested in this topic, faith, confidence, and commitment are the keys to any success. School students with low self-esteem need help so they can move on and be cornerstones in this society. This study was based on a twelve-week study. During this time, the researchers reviewed the students’ profiles, studied their grades and behaviors, and met them separately. The researchers recommend dedicating more time to conducting such a study so the outcomes will be clearer and more precise. The researchers also recommend showing some movies that focus on the concept of self-esteem.

Future research is encouraged to gather the data by employing multiple research methods for more accuracy. It is also recommended to examine the relationship between self-esteem and other psychological variables in addition to the effects of external factors on building the student’s self-esteem. Further study is required to teach teachers how to modify the conventional method of assigning homework by advising them to use subjects, items, and articles that interest the students as well as changing the physical nature of the assignment from an individual task into a group task. Teachers will be trained to be spontaneous and positive role models. Some teachers do not have enough confidence to be spontaneous and lack self-esteem, so it could be a difficult task for them.

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