

# Effect of Motivational Package on Self-Esteem and Academic Performance Among School Going Adolescents at A Selected Schools, Puducherry

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## Abstract

Maslow (1954) identified self-esteem as one of the hierarchical need of an human. Human being are social animals. self-esteem encompasses confidence, strength, self-belief, personal and social acceptance and respect from others. Self-esteem is an important psychological factor which contributes to health, Quality of life and academic life.

True experimental study was adopted in this study. The study was conducted at a selected Hr. Sec. Schools, Puducherry. Study participants were adolescents between 15 to 17 years of age. Simple random sampling technique was used to select the study participants. Sample size was 88. Using lottery method 44 participants were allotted to experimental and 44 to control group. The tool used for data collection was Hare Self-esteem Scale (HSS) and Academic Performance Scale (APS). The study results revealed that the level of self-esteem, 17% high, 61.4% moderate, 21.6 % low among adolescents and showed that the level of academic performance, 8% excellent, 30.7% good, 46.6% moderate and 14.8% poor among adolescents. The present study showed that the difference in the level of self-esteem and academic performance was statistically significant at  $p < 0.05$  level. This states that there is a significant difference between pre-test and post-test level of self-esteem and academic performance among school going adolescents.

**Keywords:** Academic Performance, Motivational package, Self-esteem

## 1. Introduction

Self esteem is the individual's confidence on their own worth, abilities or moral. Self-esteem encompasses, emotional status such as triumph, despair, pride and shame.<sup>1</sup> self-esteem is an individual's psychological construct which predicts certain outcomes, such as academic achievement, happiness and their behavior. <sup>2</sup> (Maslow 1954) identified self-esteem as one of the hierarchical needs an human. Human beings are social animals. Self-esteem encompasses confidence, strength, self -belief, personal and social acceptance and respect from others.<sup>3</sup> Maslow suggested that self-esteem is a individual's basic human need or motivation. Without fulfillment of self-esteem, an individual will be unable to grow and obtain

self-actualization.<sup>4</sup> Adolescence is a highly vulnerable period, because simultaneous interaction of bio-psychological factors, an individual's ability to cope and perform depends upon the degree of their self-esteem. Adolescence in particular is a critical time period when many variables affect self concept and self esteem, where he or she may crave for love, recognition and encouragement.<sup>5</sup>

According to Rogers (McLeod, 2008), the sense of self of an individual includes the individuals thought about oneself, perceptions and opinions. Low self-esteem often focuses on identifying negative thoughts about oneself and identifying distorted thinking, such as labeling oneself as a failure due to any one skill deficit or negative event (Cooper 2011).<sup>6</sup>

The maintenance and enhancement of self-esteem is always been identified as fundamental human impulse. Motivation is the process of stimulating individual action to accomplish desired goals. It is an act of inducement. Motivation is a general inspiration process which gets the individual to attain their life goal effectively. Motivation yields an endogenous value of self-confidence that responds to the situations and incentives which the individual faces.<sup>7</sup>

Motivation is a general term which applies to the entire class of drives, desires, needs, wishes and similar forces that induce an individual or a group of people to work. According to Dalton E. McFarland (1980) motivation refers to the way in which urges, drive, desire, aspirations, striving or needs direct, control or explain the behavior of human beings.<sup>8</sup> Motivation is a process and all of the components of that process deserve attention to ensure success, from setting objectives, overcoming obstacles and sustaining momentum until the success. Motivation is a condition that desires a change, either in the self or the environment. The essence of motivation is energized and persistent goal-directed behavior. Once a person is motivated, he moves and takes action. Motivation is influenced by the satisfaction of needs that are either necessary for sustaining life or essential for well-being and growth.<sup>9</sup>

### **1.1 Statement of the problem**

A study to assess the effect of motivational package on self-esteem and academic performance among school going adolescents at a selected schools, Puducherry.

### **1.2 Objectives**

1. To assess the level of self-esteem and academic performance of school going adolescents
2. To determine the effect of motivational package among adolescents at a selected schools.
3. To find out the association between the pre-test level of self-esteem and academic performance with selected demographic variables.

### **1.3 Hypotheses**

**1H<sub>1</sub>:** There is significant difference in self-esteem and academic performance after intervention in experimental group

**2H<sub>1</sub>:** There is significant association between the self-esteem and academic performance of adolescents with the selected socio-demographic variables.

## **2. Materials and methods**

True experimental study was adopted in this study. The study was conducted at a selected Hr. Sec. schools, Puducherry. Study participants were adolescents between 15 to 17 years of age. Simple random sampling technique was used to select the study participants. Sample size was 88. Using lottery method 44 participants were allotted to experimental and 44 to control group. The tool used for data collection was Hare Self-esteem Scale and Academic Performance Scale.

**2.1. Tools and techniques:**

**Tool 1:** Demographic variables include age, gender, religion, living with, education of parents, occupation of parents, type of family and area of residence.

**Tool 2:** Academic Performance Scale consist of 8 statements. Each statement has 5 responses namely strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. The responses have maximum score of 5 and minimum score of 1. The total score is 40.

**Tool 3:** Hare Self-esteem Scale with 30 statements. Four-point likert scale consist of 10 items per sub-scale includes peer, school and home. Response of the scale ranges from strongly disagree, disagree, agree, strongly agree. Each statement had maximum score of 4. There were 15 positive statements and 15 negative statements. Score of 1 to 4 was given for each statement. Reverse score was given for negative statements.

**2.2 Description of intervention**

The participants were assembled in a common hall. The nature and purpose of the study was explained to the participants, Written consent was obtained from the participants and assent was obtained from their parents. Confidentiality was assured.

Pretest was conducted using structured questionnaire- Academic Performance Scale to assess the academic performance and Hare Self-esteem Scale to assess the level of self –esteem for all 88 participants. The participants were able to complete the checklist in 30 minutes. Motivational package consist of sessions for 7 days. The sessions included introduction, social skills (self-awareness, empathy and effective communication), thinking skills (let us be analytic and guess the person) and emotional skills ( coping with emotions). On the same day of pre-test the first session was conducted. Rest of the sessions were conducted on the subsequent days.

Post test was conducted for all the adolescents on the 8<sup>th</sup> day using the Hare Self-esteem Scale and Academic Performance Scale. The completion of the checklist was checked when the checklist was submitted to the investigator after the pre test and post test.

**Intervention schedule**

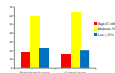
Day	S. No.	Activity
Day 1	1 A.	<b>Introduction</b> <b>Social skills</b> <b>Self-awareness</b> i. Discovering self ii. My strengths and weakness
Day 2	B.	Empathy
Day 3	C.	Effective communication
Day 4	2 A.	<b>Thinking skills</b> Let us be analytical
Day 5	B.	Guess the person
Day 6	3 A.	<b>Emotional skills</b> Coping with emotion i. Iam emotional- emoji game
Day 7		ii. Mind full breathing and stress management

### 3. Results and discussion

#### Frequency and percentage distribution of adolescents based on age, gender, religion and education of father. n=88

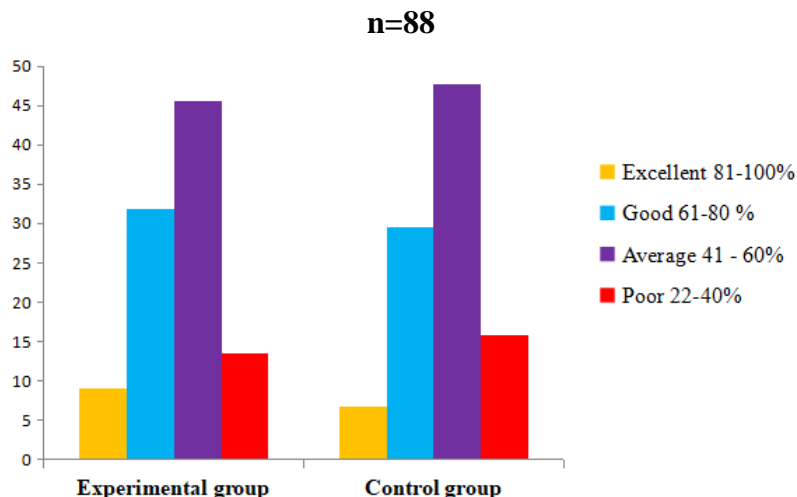
The demographic variables of adolescents, Among 88 adolescents 25 (56.8 %) from experimental and 19 (43.2 %) from control group belong to the age of 17 years. Most of them 27 (61.4%) from experimental and 25 (56.8%) from control group were males. Majority of them, 36 (81.8%) from experimental and 34 (77.3%) from control group were Hindu's. Most of their fathers 18 (40.9%) had primary education in experimental group and father 13 (29.5%) had high school education. Among adolescents most of their mother 14 (31.8%) had primary education in experimental group and mother 19 (43.2%) had higher secondary in control group. Majority of their father 31 (70.5%) were employed, mother 26 (59.1%) were unemployed in experimental group and father 37 (84.1%), mother 29 (65.9%) were unemployed in control group. Majority of the adolescents 27 (61.4%) from experimental and 29 (65.9%) were residing in rural area.

n=88



**Fig 1: Pre-test level of self esteem among adolescents.**

Figure 1 shows that the level of self-esteem 15.9% high, 63.6% moderate, 20.5% low in control group and level of self-esteem 18.2% high, 59.1% moderate and 22.7% low in experimental group among adolescents.



**Fig 2 : Pre-test level of academic performance among adolescents.**

**Figure 2** shows the level of academic performance 6.8% excellent, 29.5% good, 47.7% moderate and 15.9% poor in control group and level of academic performance 9.1% excellent, 31.8% good, 45.5% moderate and 13.6% poor in experimental group.

**Table 1: Pre-test and Post test level of self-esteem among adolescents. n=88**

S. No.	Group	Level of self-esteem	Mean	SD	Median	Inter-quartile range	Z value	P Value
1	Experimental Group	Pre-test	64.09	16.60	68.00	60.50 - 71.75	-4.594	< 0.001*
		Post-test	78.86	6.77	77.50	76.00 - 83.00		
2	Control group	Pre-test	65.30	15.72	68.50	61.75 - 73.75	-	0.483
		Post-test	63.25	16.86	70.00	38.0 - 74.75	0.701	

\* p< 0.001 is statistically significant

**Table 1** shows that at p<0.05 level there is a statistical significant difference between the pre-test and post test level of Self-esteem among adolescents of experimental group. Statistically there was no significant difference in the pre-test and post test level of self-esteem among adolescents of control group.

**Table 2: Pre-test and Post test level of academic performance among adolescents. n=88**

S. No.	Group	Level of academic performance	Mean	SD	Median	Inter-quartile range	Z Value	P value
1	Experimental Group	Pre-test	24.07	5.70	23.50	21.00 - 28.75	-4.751	<0.001*
		Post-test	30.02	4.79	30.00	26.00 - 33.75		
2	Control group	Pre-test	24.11	5.91	24.00	22.00- 28.50	-0.338	0.735
		Post-test	24.36	5.59	23.50	22.00 - 29.00		

\*p< 0.001 is statistically significant

**Table 2** shows that at p<0.05 level there is a statistical significant difference between the pre-test and post test level of Academic Performance among adolescents of experimental group. Statistically there was no significant difference in the pre-test and post test level of academic performance among adolescents of control group.

**Table 3: Association between pre-test level of self-esteem among adolescents with demographic variables such as age, gender, religion and education of father.**

n=88

S.No.	Demographic variables	Level of self-esteem			X <sup>2</sup> value	P value
		Low self-esteem	Moderate self-esteem	High self-esteem		
1.	<b>Age in years</b>				-	0.158
	a) 15	5	15	4		
	b) 16	6	31	7		

	c) 17	8	8	4		
2.	<b>Gender</b>				2.72	0.256
	a) Female	7	20	9		
	b) Male	12	34	6		
3.	<b>Religion</b>				-	0.633
	a) Hindu	17	41	12		
	b) Christian	1	9	3		
	c) Muslim	1	4	0		
4.	<b>Education of father</b>				-	0.973
	a) No formal education	3	8	1		
	b) Primary education	5	12	5		
	c) High school	4	15	4		
	d) Higher secondary	3	12	3		
	e) Graduate	4	7	2		
5.	<b>Education of mother</b>				-	0.577
	a) No formal education	3	9	2		
	b) Primary education	6	10	2		
	c) High school	2	13	4		
	d) Higher secondary	5	20	6		
	e) Graduate	3	2	1		
6.	<b>Occupation of father</b>				-	0.818
	a) Employed	14	43	11		
	b) Regular income	5	11	4		
7.	<b>Occupation of the mother</b>				-	0.233
	a) Employed	10	14	6		
	b) Regular income	0	3	0		
	c) Unemployed	9	37	9		
8.	<b>Area of residence</b>				4.924	0.085
	a) Rural	8	38	10		
	b) Urban	11	16	5		

**Table 3** shows that there was no significant association between level of self-esteem among adolescents with selected demographic variables such as age, gender and religion, education of parents, occupation of parents and area of residence.

**Table 4: Association between pre-test level of academic performance among adolescents with demographic variables such as age, gender, religion, education of father.**

n=88

S. No.	Demographic variables	Level of academic performance				P value
		Poor	Moderate	Good	Excellent	
1.	<b>Age in years</b>					0.890
	a) 15	3	11	8	2	
	b) 16	5	22	13	4	

	c) 17	5	8	6	1	
2.	<b>Gender</b>					0.935
	a) Female	5	17	12	2	
	b) Male	8	24	15	5	
3.	<b>Religion</b>					0.984
	a) Christian	1	7	4	1	
	b) Hindu	11	31	22	6	
	c) Muslim	1	3	1	0	
4.	<b>Education of father</b>					0.011*
	a) No formal education	1	3	8	0	
	b) Primary education	5	12	4	1	
	c) High school	2	14	6	1	
	d) Higher secondary	4	3	6	5	
	e) Graduate	1	9	3	0	
5.	<b>Education of mother</b>					0.405
	a) No formal education	0	9	5	0	
	b) Primary education	5	7	4	2	
	c) High school	2	11	4	2	
	d) Higher secondary	6	12	11	2	
	e) Graduate	0	2	3	1	
6.	<b>Occupation of father</b>					0.268
	a) Employed	12	30	22	4	
	b) Regular income	1	11	5	3	
7.	<b>Occupation of the mother</b>					0.666
	a) Employed	5	13	11	1	
	b) Regular income	0	1	2	0	
	c) Unemployed	8	27	14	6	
8.	<b>Area of residence</b>					0.681
	a) Rural	9	26	18	3	
	b) Urban	4	15	9	4	

\*  $p < 0.05$  is statistically significant

**Table 4 :** shows that there was no significant association between the level of academic performance among adolescents with selected demographic variables such as age, gender, religion, education of mother, occupation of parents and area of residence. There is significant association in level of academic performance among adolescents with education of father.

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