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**EFFECT OF TEACHERS' SELF-ESTEEM ON
STUDENTS' ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN JIBIA LOCAL
GOVERNMENT AREA OF KATSINA STATE**

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Effect of Teachers' Self-Esteem on Students' Academic Performance in Secondary Schools in Jibia Local Government Area of Katsina State

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Abstract

This study investigated the effect of teachers' self-esteem on students' academic performance in secondary school in Jibia Local Government area of Katsina State. Three research objectives, 3 research questions and 3 hypotheses were considered in the study. The study adopted a correlation survey design. Questionnaire and students' performance test was used as instruments for data collection. The students' performance test, titled (SPT) was designed in the field English language consisting of 16 items to rate the level of students' academic performance and the structured questionnaire was developed by the researcher, titled Teachers' Self-esteem Questionnaire (TSQ) which was used to elicit information on the level of teachers' self-esteem. The study sample consists of sixty (60) secondary school teachers (32 male, 28 females) and one hundred (100) students. The data was analyzed using mean, Pearson Product Moment Correlation Coefficient statistics, independent T-test, and One-way ANOVA. The findings of the study revealed that there was significant positive correlation between teachers' self-esteem and students' academic performance, and there was no significant difference in the mean self-esteem scores of males over the female teachers, and also there was no significant difference in the self-esteem of teachers with regards to their area of specialization. Recommendation was made, that administrators of Educational institutions and teacher educators should boost up the morale of teachers to develop high self-esteem and make proper arrangements to facilitate the teachers to develop their teaching skills in accordance to the demands of the various students, among others.

Introduction

Self-esteem as one of the influential factors that affects students' academic performance is increasing receiving a higher global attention. Parents, teachers, analysts, and other stakeholders have focused efforts on enhancing self-esteem, on the assumption that high self-esteem will cause positive outcomes to students' learning. Evaluation of the effects of self-esteem is complicated by numerous factors. Because many people with high self-esteem exaggerate their successes and good traits. High self-esteem is also a diverse category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals.

According to Rosenberg (1995), the social learning theorist defines self-esteem as an individual's global judgments about him or herself, including the levels of self-worth, self-acceptance and self-respect. Some psychologists (Wagner & Valtin, 2004) anticipated that self-esteem was a global concept of one self, which was organized by one's perception about themselves. Self-Esteem is simply an individual's overall positive self valuing (Rosenberg, 1995). Moreover, teachers with high self-esteem tend to have highest concerned about the well-being of their students in the process of learning. Meanwhile, this kind of teachers are adaptable, enthusiastic, fair, have high expectations on their students, they also are patient, they have good humor, they are agreeable, caring, responsible, friendly, honest and respectable (Gao, & Liu 2013).

In the world of today where everybody is struggling for survival and progression in life, people are developing their self to be more proficient and successful they need to have high level of self-confidence and self-esteem i.e. they must believe on their own capability that they can do whatever the society survival is reliant upon. During the 1990s, some psychologists claimed that self-esteem was not a global one-dimensional construct; accordingly, studies on the structure of self-esteem have become increasingly widespread. Until recently, researchers believed that self-esteem was a hierarchically organized and multifaceted construct (Zaidi & Ahmad, 2015). People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem. High self-esteem is characterized by pleasure in interacting with others, comfortable with social attitudes, participation in groups of activities, and people often look for new interests and find solutions to the problems they face. They are also characterized by positive, optimistic talks, they are away from frustration, complaining and doubt, and are also characterized by a consciousness that is

redirected in increasing their attention to the task, which has a strong impact on the individual's perception, motivation, and emotions (Vialle, Heaven & Ciarrochi, 2005).

According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher and or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examinations results. Hartley, (1997) (as cited in Zaidi & Ahmad, 2015) also indicated that academic performance measures education outcome. They stressed that it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals. Similarly, Yusuf, Onifade and Bello (2016) opined that academic performance is a measurable and observable behavior of a student within a specific period. They added that it consist of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination. Again, Berhanu (2011) emphasized that academic performance of student is defined by a student's performance in an examination, tests, and in a course work. Academic performance is predicted based on measurable outcomes such as class exercise, test, and examinations results. It is the results obtained by a student at the end of a specific term in all subjects (Howard, 2015).

Several studies have been conducted in different countries to assess the factors which contribute to academic performance of students at different levels. In Pakistan, Berhanu (2011) found that parents' education, gender and socio-economic status have significant effect on a student's academic performance in Mathematics and English Language. Additionally, Sibanda, Iwu and Olumide (2015) found that, regular study, punctuality in school and self-motivation are the key determining factors which influence students' academic performance in South Africa. Many studies have found that there is a positive correlation between teachers' self-esteem and students' academic achievement. Thus; Hartley (1997), investigated the effects of teachers' self-esteem on students' academic achievement. The purpose of this study was to examine the effect of the level of teachers' self-esteem on student achievement.

Statement of the Problem

This study is on the effect of teachers' self-esteem on students' academic performance. As stakeholders seek to understand some of the influencing factors on academic performance, teachers' self-esteem might have to some extent been one of these factors which affect students' academic affairs in such away that, the teachers might have been lacking the esteem skills, or they might have the skills but lack the perceived personal esteem to make optimal use of them. Several studies have been conducted in different countries to assess the factors which contribute to academic performance of students at different levels but only a few of these studies focused on teachers' self-esteem and its effect on students' academic performance. Thus; In Pakistan, Berhanu (2011) found that parents' education, gender and socio-economic status have significant effect on a student's academic performance in Mathematics and English Language; Sibanda, Iwu and Olumide (2015) found that, regular study, punctuality in school and self-motivation are the key determining factors which influence students' academic performance in South Africa. Additionally, Hartley (1997) investigated the effects of students' self-esteem on academic achievement. All these studies have only focused on other variables and their effects on students' academic performance, however they didn't focus on how teachers' self-esteem affects students' academic performance, hence this forms the existing research gap which the current study intends to fill. Above all, there is no known research conducted on teachers' self-esteem in relation to students' academic performance in secondary schools in Jibia Local Government Area or even the Katsina State at large. Hence, to fill the this gap therefore, there is the need for studying the effect of teachers' self-esteem on students' academic performance in secondary schools in Jibia Local Government Area of Katsina State.

Purpose of the Study

The purpose of the study is:

1. to investigate the effect of teachers' self-esteem on secondary school students' academic performance in secondary school in Jibia Local Government Area of katsina state. Specifically the study was set:
2. to examine the extent to which gender affects teachers' self-esteem.
3. to find out the extent to which area of specialization affects teachers' self-esteem.

Research Questions

The following questions were raised in the study:

1. Is there any significant relationship between teachers' self-esteem and the academic performance of students in secondary school?
2. Is there any significant difference between self-esteem mean scores of male and female teachers?
3. Is there any significant difference in teachers' self-esteem based on their areas of specialization?

Research Hypotheses

The following hypothesis were tested in the study:

HO₁: There is no significant relationship between teachers' self-esteem and students' academic performance in secondary school.

HO₂: There is no significant difference between self-esteem mean scores of male and female teachers.

HO₃: There is no significant difference between teachers' self-esteem based on their areas of specialization.

Methodology

The study was conducted using correlational survey design. The choice of this research design was by considering the fact that, it involves random sampling of the variables or the subjects in the research in which the participants fill a questionnaire centered on their interests; And the study aims at finding whether a relationship exists between the variables then measures the nature or strength of the relationship. The study was carried out in seven (7) selected boys and girls (mixed) secondary schools out of a total twenty one (21) secondary schools in Jibia Local Government Area, Katsina state.

The seven sampled schools and their population are:

1. Government Day Secondary School Jibia, with a total population of 2500 students and 23 teachers.
2. Government Day Secondary School Magama which has a total 1500 students with 10 teachers.
3. Citadel Secondary School Jibia with a total 1500 students with 12 teachers.
4. Government Day Secondary School Daddara which has school total of 600 students with 8 teachers.
5. Government secondary Gangara, 300 students 11 teachers.
6. Government Day Secondary School Shimfida, 158 students with 13 teachers.
7. Jibia Academy Secondary School with 202 students and 9 teachers.

The total population of the study in all the sampled schools is therefore 6760 students and 86 teachers comprising of different gender, area of specialization and ages.

Using the systematic random sampling technique, sixty (60) teacher participants (32 male =53% and 28 females =47%), and 100 students participants (50 boys and 50 girls) were randomly selected. Participants were personally approached and questionnaires were filled in the presence of the researcher. The entire participating teachers have fallen across seven (7) Areas of specialization which are: Chemistry, Mathematics, Biology, English language, Physics, Geography, and Economics. These disciplines consist of 13, 11, 21, 7, 4, 1, and 3 teachers respectively. Seven (7) English subject teachers (one from each of the schools) were later drawn from the sample to judge the academic performance of the students.

The instruments for data collection were a designed English test, titled Students' Performance Test (SPT) consisting of 16 items to rate the level of students' academic performance and a structured questionnaire that was developed by the researcher, titled Teachers' Self-esteem Questionnaire (TSQ) with Cronbach's alpha reliability coefficient of 0.83 and 0.81 respectively. The TSQ is divided into two sections; Section "A" BIODATA which comprises of gender and Area of Specialization of the respondent, then section "B" which comprises of 13 items analyzed to gauge the level of teacher self-esteem. The responses are scored on a likert scale ranging from 4 to 1 as follows:

Strongly Agree (SA) = 4 Points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 point. The instruments were validated by experts in Educational foundations department of Federal University Dutsinma, Katsina State.

Analysis of data was carried out using Pearson moment correlation coefficient statistics for hypothesis one while hypothesis two was tested using independent T-test, and hypothesis three was tested using one-way ANOVA (F-test). All the hypotheses were tested at 0.05 alpha level of significance.

Results

HO₁: There is no significant relationship between teachers' self-esteem and students' academic performance in secondary school.

Table 1: Pearson Product Moment Correlation Analysis between Teachers' Self-esteem and Students' Academic Performance.

Variables	N	r-value	P-value
Teachers Self-esteem	60	0.87	0.001
Students' Academic Performance	60		

Analysis in Table 1 revealed that the calculated r-value is 0.87 which shows that there is a positive relationship between teachers' self-esteem and students' academic performance in the study area, the P-value of 0.001 which is less than the alpha value of 0.05 clearly indicated that the positive relationship obtained is highly significant. The null hypothesis that says there is no significant relationship between teachers' self-esteem and students' academic performance is hereby rejected. The outcome therefore clearly indicated that teachers' self-esteem positively influence students' academic performance in the study area.

HO₂: There is no significant difference between self-esteem mean scores of male and female teachers.

Table 2: T-test analysis of self-esteem Mean Scores of Male and Female.

Variables (Gender)	N	Mean	Std. D	Mean Diff.	t-value	P-value
Male	32	31.78	3.05	1.53	1.069	0.289
Female	28	30.25	6.04			

Results of Table 2 shows that the mean difference between the male and female teachers is 1.53 in favor of the male teachers, the t-value computed is 1.069 and the p-value of 0.289 is obtained.

Since the p-value of 0.289 is greater than the alpha value of 0.05. This shows that there is no significant difference in the mean self-esteem scores of male over the female teachers. The null hypothesis that says there is no significant difference between self-esteem mean scores of male and female teachers is accepted.

HO₃: There is no significant difference between teachers' self-esteem based on their area of specialization.

Table 3: One-Way ANOVA Analysis of Teachers' Self-esteem Responses Based on Area of Specialization

Area of Specialization	Sum of Square	DF	Mean square	F	Sig
Between Groups	287.29	6	47.88	1.668	0.148
Within Groups	1492.84	52	28.71		
Total	1779.93	58			

Table 3 is One-way ANOVA between groups analysis of variance which was conducted based on the opinion of respondents on self-esteem of secondary school teachers. The participants were divided in to seven (7) groups based on their Area of Specialization. The result shows that there is no significant difference on the self-esteem of teachers with regards to their area of specialization ($F=1.668$ and $P=0.148$ which is greater than 0.05). The null hypothesis of no significant difference between teachers' self-esteem based on their area of specialization is hereby accepted.

Summary of findings

1. There is significant positive correlation between teachers' self-esteem and students' academic performance.
2. There is no significant difference in the mean self-esteem scores of male over the female teachers.
3. There is no significant difference on the self-esteem of teachers with regards to their area of specialization.

Discussions

Result in Table 1 revealed that there is a positive relationship between teachers' self-esteem and students' academic performance (r-value is 0.87). Hence the P-value of 0.001 which is less than the alpha value of 0.05 clearly indicated that the positive relationship obtained is highly significant. It therefore indicated that teachers' self-esteem positively influence students' academic performance. This finding is in line with that of Hartley (1997), who investigated the effects of teachers' self-esteem on students' academic achievement. He found that there is positive relationship between teachers' self-esteem and students' academic achievement. Therefore, higher the level of teacher self-esteem, higher students' academic performance will be.

Result in Table 2 revealed that there is no significant difference in the self-esteem mean scores of male over the female teachers. It showed that the mean difference between the male and female teachers is 1.53 in favor of the male teachers, the t-value computed is **1.069** and the p-value of 0.289 is obtained (the p-value of 0.289 is greater than the alpha value of 0.05). It revealed that teachers regardless to gender, had almost the same mindset as per as self-esteem is concerned. This finding is corroborated with that of Saida (2008) who studied the relationship

between self-Esteem and Gender, Grade level and Academic Achievement, in secondary schools' classes in Lebanon. He found that there is no significant gender difference in the Global, General, Academic, Parental and Social Self-Esteem subscales which indicates that the rate at which self-esteem tends to be high or low in individuals is profoundly unconnected to gender variation. Therefore gender difference is not a key determinant of teachers' self-esteem.

Result in Table 3 revealed that there is no significant difference on the self-esteem of teachers with regards to their Area of Specialization ($F=1.668$ and $P=0.148$ which is greater than 0.05). This proven that the stream of subjects of prospective teachers is not a key constituent of their self-esteem. This finding supported the result of Moshahid (2017), who studied Self-Esteem and Teaching Skills among Arts and Science prospective teachers. He found that there is no significant difference in the self-esteem of prospective teachers from Arts and Science subjects. The finding is also in agreement with Tabassum & Asgar (2012), who studied Professional Self-Esteem of Secondary School Teachers, They showed that there is no significant difference in the level of professional self-esteem of Arts and Science teachers, and rural and urban teachers in their findings.

Conclusion

The study examined the relationship between teachers' self-esteem and students' academic performance and then teachers' self-esteem with regards to gender and area of specialization. The study further concluded that, there was significant positive correlation between teachers' self-esteem and students' academic performance. It clearly showed that teachers' self-esteem can significantly improve students' academic performance to a very high extent. Finally the study concludes that there is no significant difference between mean self-esteem scores of teachers with regards to gender, also there is no significant difference on teachers' self-esteem with regards to their area of specialization. In the light of this study, it was therefore revealed that teachers' gender and area of specialization have no impact on their self-esteem.

Recommendations

Based on the findings of this research the following recommendations were made:

1. Training programs for the teachers should be designed to improve their level of self-esteem in order to transmit the skills to the students.
2. Administrators should made teachers to arrange more effective, impressive, creative and interesting courses and curriculum in the classrooms. This encourages teachers to experiment various teaching techniques rather than confining to the same traditional methods of teaching.
3. Teacher educators should encourage teachers to provide students with special and interesting learning needs. This helps the teachers to manipulate and figure out the solutions of the problems in the classroom and it makes the students busy with the academic work.
4. Administrators of Educational institutions and teacher educators should boost up the morale of teachers to develop high self-esteem in them.
5. School administrators should make proper arrangements to facilitate the teachers to develop their teaching skills in accordance to the changing needs and demands of the students and society.

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