



A Study of the Relationship Between Self-esteem and Academic Achievement of Socially Deprived Students

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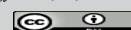
ABSTRACT

The present study aims to investigate the relationship between Academic achievement and Self-esteem of the socially deprived groups including Rural and Urban region. As, we are aware that deprivation is one of the negative factors which directly or indirectly influence the Academic achievement and psychological being of the individual. As we are aware that Self-esteem plays one of the essential roles in motivating, nurturing and shaping the behavior of the individual. The objective of the present research paper is to understand the role of the variable viz Self-esteem among Socially deprived groups. By using Self- made standardized tool, researcher has identified some major correlation between Academic achievement and Self-esteem among the Rural and Urban region of the Socially deprived groups. The present research paper suggests that higher Self-esteem tends to increase the Academic performance of the individual and vice- versa. Moreover, this paper also suggests to have good educational environmental condition, psychological support, guidance and moral support from the teacher as well as parents, also influence the Self-esteem of the Socially deprived students.

Keywords: Academic achievement, Self-esteem, socially deprived groups, Quality education

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Education is considered as one of the most powerful weapons to change the world in a more revolutionary way. Significantly it is identified as one of the powerful tools to modify and transform the individual in a socially acceptable way. Moreover, it is not only a way to acquire knowledge but also one of the means of enhancing self-concept and improving quality of education. Therefore, Academic achievement is known as one of the best litmus of educational success of the students. However, for Socially deprived groups including Schedule caste, Schedule tribe, Minority section and other backward class, education is still considered as a challenge. Their struggle is not only due to external factor like physical or social but most of the time it is caused by due to internal factor like self-esteem. Self-esteem is always considered as one of the significant factors for any individual to achieve success. Moreover, it works in developing confidence among individual. There are many researches which suggest that Self-esteem is the determinant of the Academic success of the individual. Furthermore, it is the responsibility of the teacher, society and NGOs to develop such an educational environment condition which directly or indirectly can positively improvise the status of these marginalized groups.

Objective

1. To Study the relationship between Self-esteem and Academic achievement of Socially deprived students.

Note: *The above objective would be achieved with the respect to the different dimensions of Self-esteem viz Social belonging (SED1) and Competence (SED2)*

Research Methodology

Present research study used the Causal-comparative survey method to explore the relationship between Self-esteem and Academic achievement among Socially deprived Rural and Urban students. A standardized tool developed by researcher himself was utilized to assess the Self-esteem of the students. In the present paper Academic achievement means the marks scored by the students of class 11th in their high school Uttar Pradesh Board examination. For this research paper, data was collected from the different schools of the Rural and Urban division of Prayagraj district focusing particularly on Socially deprived students. The data was collected from a sample of 150 students of the different school of the Rural and Urban region of Prayagraj district by adopting the Cluster sampling technique to ensure representation of socially deprived groups.

The present study is delimited to Socially deprived students of Schedule Caste students studying in class 11th of the different schools of Rural and Urban region of Prayagraj district of Uttar Pradesh.

ANALYSIS & INTERPRETATION

To analyse the data collected, Bivariate Correlation statistics was used with the help of SPSS and the correlation table depicting the details is as follows—

Rural

Table 1
Correlations

		Academic Achievement	SED1	SED2
Academic Achievement	Pearson Correlation	1	.0239	.113
	Sig. (2-tailed)		.000	.095
	N	220	220	220
SED1	Pearson Correlation	.239	1	.230**
	Sig. (2-tailed)	.000		.001
	N	220	220	220
SED2	Pearson Correlation	.113	.230	1
	Sig. (2-tailed)	.095	.001	
	N	220	220	220

** Correlation is significant at the 0.01 level (2-tailed)

SED1 = Self-esteem dimension One, Social belonging; SED2 = Self-esteem dimension Second, Competence

The correlation Table 1 shows the relationship between Self-esteem viz., Social belonging and Competence and Academic achievement with the help of Pearson's correlation coefficient. The Pearson Correlation coefficient between Social belonging and Academic achievement is .239 which indicates a positive correlation. This result suggests that with the increase of Social belonging, Academic achievement also increases. The above correlation is significant at 0.01 level while the Pearson Correlation coefficient between Competence and Academic achievement is .113 which indicate there is no significant relation found between Competence and Academic achievement. So, the researcher can conclude that there is positive correlation between Social belonging and Academic achievement but there is no correlation and significant found Competence and Academic achievement among socially deprived Rural students.

Urban

Table 2
Correlations

		Academic Achievement	SED1	SED2
Academic Achievement	Pearson Correlation	1	.135	.122
	Sig. (2-tailed)		.063	.093
	N	190	190	190
SED1	Pearson Correlation	.135	1	.960**
	Sig. (2-tailed)	.063		.000
	N	190	190	190
SED2	Pearson Correlation	.122	.960	1
	Sig. (2-tailed)	.093	.000	
	N	190	190	190

** Correlation is significant at the 0.01 level (2-tailed)

SED1= Self-esteem dimension One, Social belonging; SED2= Self-esteem dimension Two, Competence

The correlation Table 2 shows the relationship between Self-esteem viz Social belonging and Competence and Academic achievement with the help of Pearson's correlation coefficient. The Pearson Correlation coefficient between Social belonging and Academic achievement is .135 which indicates a positive correlation. This result suggests that with the increase of Social belonging academic achievement also increases but the above correlation is not significant at 0.01 level. The correlation between Competence and Academic achievement is .122 which indicate positive correlation but not statistically significant at 0.01 level.

So, the researcher can conclude that there is positive correlation between Social belonging and Academic achievement and same with Competence and Academic achievement. But the above result is not statistically significant at 0.01 level.

INTERPRETATION

From the Correlation Table 1 researcher explains the relationship between Social belonging and Academic achievement and Competence and Academic achievement with the help of Pearson's correlation coefficient. The Pearson Correlation coefficient between Social belonging and Academic achievement is .239 which indicates a positive correlation. This result suggests that as Social belonging increases, academic achievement also increases. The above correlation is significant at 0.01 level while coefficient correlation b/w Competence and

Academic achievement is .113 which indicate there is positive correlation b/w Competence and Academic achievement in Socially deprived Rural students but it is not significant at 0.01 level. Moreover, from the Table 2, The Pearson Correlation coefficient between Social belonging and Academic achievement is .135 which indicates a positive correlation. This result suggests that with the increase of Social belonging academic achievement also increases but the above correlation is not significant at 0.01 level. The correlation between Competence and Academic achievement is .122 which indicate positive correlation but not statistically significant at 0.01 level.

So, the researcher can conclude that there is positive correlation between Social belonging and Academic achievement and same with Competence and Academic achievement. But the above result is not statistically significant at 0.01 level.

CONCLUSION

Table 1, Correlation analysis of Socially deprived rural students reveals that there is positive relationship b/w Academic achievement and Social belonging, ($r = .239, p < .01$) also indicates that students with higher sense of Social belonging tend to show better academic achievement, in contrast correlation analysis b/w Academic achievement and Competence does not show a significant relationship with academic achievement, ($r = .113, p > .01$) which further suggest that students with competence does not directly or indirectly influence Academic achievement. Additionally, table 2 correlation analysis of Socially deprived Urban students indicates that Academic achievement has a positive but statistically non-significant relationship with both the dimensions of Self-esteem ($r = .135, p > .05, SED1$), ($r = .122, p > .05$), which indicate weak and insignificant relationship with respect to Academic achievement.

Suggestions

1. School should promote inclusive and cooperative environment for the above deprived groups.
2. Teacher should have that intellectual potential to understand social relationship in classroom and should promote students to participate in different activities.
3. There should be guidance and counselling services in the schools.
4. Alone Self-esteem does not significantly influence academic achievement in urban students. Moreover, school should focus more on effective teaching strategies and many more programs.

Implications

The findings indicate that the influence of Self-esteem on Academic achievement differ by different location.

1. In rural areas social belonging has a significant impact on academic achievement whereas in urban areas, Self-esteem does not significantly influence academic performance. This implies that educational intervention should be in same context for both the areas rather than uniform. Moreover, there is need to strengthen social and peer relationship in urban schools.
2. The insignificant relationship b/w both the dimension with respect to Academic achievement in Urban areas suggests that there is need of motivation, less curriculum load and activities program in the school etc.
3. Teacher should also emphasize relationship b/w both the dimension in rural and urban areas and should focus on coping strategies and Academic stress management.

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