Research Paper

Self-Esteem and Leadership Qualities Among High and Low Academic Performers in Secondary School

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ABSTRACT

The present work titled, "Self-Esteem and Leadership Qualities among High and Low Academic Performers in Secondary School" has used the Rosenberg Self-Esteem Questionnaire (RSQ) and the Leadership Style Questionnaire (LSQ) to collect the data from secondary school students studying in English medium CBSE affiliated schools in Lucknow, Uttar Pradesh. The data was collected from 360 students. There were 180 boys (90 high performers and 90 low performers), and 180 girls (90 high performers and 90 low performers). For this study ex-post facto research design was used and the data analysis was done with the help of t-test. The findings revealed that there is no significant difference in the self-esteem and leadership qualities between boys and girls, and also between high and low academic performers. More boys were found to have a democratic leadership style (67 out of 180) and girls had facilitative leadership style in comparison to the boys (74 out of 180). But, out of 360 students 124 students were found to have facilitative leadership qualities.

Keywords: *Academic Performance, Self-Esteem, Leadership Qualities, Secondary School, Students*

Academic performance is the extent to which a student, teacher, or the institute has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Academic performance, on the other hand, is generally measured through examinations or continual assessments but there's no general agreement on how it is assessed perfectly or which are the most important aspects — procedural knowledge (expertise) or declarative knowledge (information) (Ward 1996). Likewise, there are inconclusive results over which individual factors successfully prognosticate academic performance. But generally, class-tests prepared by teachers for assessment of student performance suffices.

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Self-esteem has been conceptualized by social psychologists as the overall vantage point people hold toward themselves. There's a small but dependable gender difference in self-esteem. A meta-analysis comparing the universal self-esteem of women and men in 226 samples collected in the United States and Canada from 1982 to 1992 initiate that men have reliably advanced self-esteem than women (Major, Barr, Zubek, & Babey). According to the UNICEF documentary "A World Fit for Children" (2002), children, including adolescents, must be empowered to exercise their right to expression in accordance with their evolving capacity, develop self-esteem, and acquire knowledge and expertise necessary for conflict resolution, decision-making, communication, and adversity aversion. Positive self-esteem protects children and adolescents from psychological pain and despondency, and allows them to cope adequately with delicate and stressful life situations, according to the World Health Organization's "Self-Murder Prevention Preceptors and other school personnel can use this resource " (2000). As children grow, the areas where they make connections expand to their neighbourhood and academy. Once they reach the age of training, children begin to assess themselves on the base of collective connections with preceptors and mates from academic, social, emotional, and physical aspects (Shavelson et. al. 1976). Achievements and accomplishments in these areas increase children's self- esteem and contemporaneously form the base for its further development.

Leadership has a range of descriptions, but at its simplest it's concerned with the capability to impact others to achieve pretensions. Leaders take calculated pitfalls when needed, step forward to take responsibility, act when demanded, have strategic thinking, interpersonal communication expertise, and emotional intelligence. In reality we all show and need leadership expertise to be effective in our diurnal practice, whether that be in academia, communities or organisations. Having a vision, being able to articulate that vision in practice, strengthening linkages between the early childhood centre and the community, developing a community of learners, and offering children leadership and community advocacy are all examples of leadership (Hatherley and Lee, 2003).

LEADERSHIP THEORIES

A glimpse of the leadership theories will help set the platform for further discussion.

Great man theory. Leaders are born, not made**.** The essential characteristics will emerge based on the requirement. This hypothesis was warmly received by analysts and was dubbed "Great man theory" because in the past, only men were allowed to hold positions of leadership (Maj Earl Russel, 2011).

Trait theory approach was one of the first leadership ideologies. This method focuses on the fundamental characteristics of a leader, such as physical and personal characteristics, as well as the competencies a leader should possess. This idea, similar to the Great Man theory, claims that leaders are born with certain attributes that they keep for a long time (Fleenor, John W., 2011).

Contingency theory focuses on aspects related to the environment that may influence the most appropriate leadership style for a given situation. The leadership style, followers, and situation are all elements to consider. According to situational theory, leaders will choose the best leadership style for the scenario and the people who will be affected. Leaders are produced, not born, according to behavioural science, which runs counter to the Great Man thesis. It claims that leadership skills can be taught and improved (Kendra Cherry).

Participative theory discusses a leader's collaborative decision-making abilities or the effect of inferiors on decision-making. This leadership style will help to motivate the crew members because their feedback will be considered and valued (Anit Somech, 2006).

Rosenberg Self-Esteem Scale and **Leadership Styles Questionnaire** were used for data collection.

Research questions: a) Is there any difference in self-esteem and leadership qualities between high and low academic performance among students of secondary school? b) Is there any difference in self-esteem and leadership qualities between girls and boys who are high and low academic performers?

Rationale: It is generally believed that children who get high marks also have high self-esteem and their leadership qualities are equally good (Harter,1998) indicating that academic performance is related to self-esteem and leadership qualities. There are many children whose scores are low but their self-esteem is high and if they are assigned a task, they show good leadership qualities. On the other hand, there are children whose scores are good but their self-esteem is very low and if they are assigned a task, they are unable to do it. It can be assumed that, academic performance does not affect self-esteem and leadership quality, hence the choice of the topic.

REVIEW OF LITRATURE

The review of related literature is divided in two categories i.e., a) work done by non-Indian researchers and b) work done by Indian researchers.

Work done by non-Indian researchers

Coopersmith, S. (1967) noted that the parents' behavior influences on their children's self-esteem. The capability to have a positive view of oneself is impacted by the way in which children are treated by their parents. Kokenes, B. (1974) conducted an examination of children from grade four to eight and found that self- esteem is lowest in children of grade six. James, W. (1980) has defined self-esteem as a ratio formed by dividing one's successes in important areas of life by one's failures in such areas, or one's "success/ pretensions. Harter, S. (1983) reported that positive self-esteem creation is based on 4 factors: the parent-child relationship; the means used to cope with the child's undesirable emotions; self-acceptance; and social behavior. In 1988 he reported that self-esteem has gained prominence as one of the key factors influencing a student's academic accomplishment. It has long been known that good self-esteem correlates with academic success. Podsakoff, P. M. (1990) stated that leadership conduct can alter employees' trust and contentment with the organisation, and organisational citizenship strengthens the link between leadership style and organisational commitment. According to Bloom, et.al. (1992), strong leadership is especially important in early childhood programmes because directors are the gatekeepers of quality. Yukl, et. al. (1998) highlighted the fact that when making decisions, developing systems, guiding associates, estimating behaviour, and serving as change agents, leaders must be able to shift from one perspective to another, examine the same problem from different edge points. Rodd, J. (1999) explains the key principles of early childhood leadership. It's worth noting that there's a heavy emphasis on working with and supporting parents, which is very crucial in early childhood leadership. Shibata, et. al. (2003) established that self- esteem declines as children grow older. Multiple other analogous reports indicate that early adolescents show reduced self- esteem, and therefore evaluation

during these periods should be conducted cautiously. Sirin et. al. (2004) When youngsters compare their self-evaluation to actual performance on a range of tasks, then the contrast between their perceived self and the ideal-self is extremely important because teenagers face a wide range of developmental tasks and problems. As a result, one of the most crucial experimental processes of adolescence is the formation of self-esteem. Barchiesi et. al. (2007) assessed the impact of leadership effectiveness and role on performance, leadership actions, and attitudes They show that strong leadership indicators are linked to advanced outcomes of improved performance as well as advanced character of associations, indicating that behavioural complexity and dynamics have a significant impact on leadership perceived position.

Work done by Indian researchers

Tripathi, P.C. (2004) proposed that some persons are regarded as leaders, having a trait like God and these somewhat seem to be gifted to them, and this approach or style is known as Traits approach. Accordingly, a leader is said to own three major qualities physical, moral, and mental qualities. Deshpande et.al. (2013) have shown that teenagers who experience parental acceptance have higher self-esteem than adolescents who experience parental avoidance. The development of self-esteem is influenced by social gests of childhood and adolescence, which include peer relationships. When adolescents lack nurturing support, their peers can play an important role. According to Jain et.al. (2014), the inability to match scholastic expectations of others as well as oneself was shown to be the most common cause of low self-esteem among Indian teenagers. Good teachers, on the other hand, are more likely to boost self-esteem through encouraging academic success. Sharma et. al. (2015) investigated the effectiveness of a behavioural intervention programme in enhancing self-esteem among people aged 17 to 23 years. Their results revealed a substantial difference in self-esteem scores between pre- and post-intervention. Dani, V. (2015) carried-out a self-esteem enhancement intervention with 8th and 9th grade boys and girls. No significant difference between the control group's pre-test and post-test averages was found.

METHODOLOGY

Objective: To study the impact of academic performance on the self-esteem and leadership qualities in students of secondary school.

Hypotheses: a) There will be significant difference between self-esteem of boys and girls. b) There will be significant difference between the self-esteem of high and low academic performers. c) There will be significant difference between leadership qualities of boys and girls. d) There will be significant difference between leadership qualities of high and low academic performers.

Variables: Dependent Variables – Self-esteem and leadership qualities. Independent Variables – Academic performance.

Tools used: Rosenberg self-esteem scale and Leadership styles questionnaires.

Sample: Sample Size: 360 [180 Boys (90 high performers and 90 low performers) and 180 Girls (90 high performers and 90 low performers)], and Sample Population: Secondary School students of English medium schools affiliated with CBSE Board. Sample selection based on result of half-yearly examination. Sampling Technique: Purposive.

Inclusive criteria: Students of English medium Senior Secondary school affiliated with CBSE high performers and low performers.

Exclusive criteria: Average performers, students not studying in classes 6,7, & 8.

Research design: Ex-Post Facto Research Design.

Procedure: The researcher visited the schools with the permission letter from the university for data collection. She administered the questionnaires of self-esteem and leadership qualities on students of all three sections of grades 6, 7, and 8. Class teachers helped in identifying the top 10 scorers (5 boys and 5 girls) and bottom 10 scorers (5 boys and 5 girls) of half-yearly exams. The top scorers were 70% and above. The low scorers were between the range of 33% and 50% (33% is the passing category). This was done in presence of the librarian in the library.

RESULT ANALYSIS AND DISCUSSION

Table 1- Obtained t values for self-esteem of boys & girls.

Sample	Mean	Obtained t-value	Standard deviation	Level of significance	
				0.01	0.05
Boys	22.644	0.4452	2.892	2.59	1.97
Girls	22.916		3.805		

Mean value of self-esteem among boys is 22.644 and among girls is 22.916. The t value obtained is 0.4452 indicating that there is no significant difference between the self-esteem of boys and girls as the obtained t-value is less than the significant value at the significant level 0.01 & 0.05. May be because now-a-days the boys and girls are getting equal opportunity in every field, parents are also grooming them equally, and they are getting a similar environment. The differences in academic achievement can be rooted from their motivation instead of the self-esteem between girls and boys.

Table 2 -Obtained t values for self-esteem of high & low academic performers.

Sample	Mean	Obtained t-value	Standard deviation	Level of significance	
				0.01	0.05
High academic performers	22.95	0.3418	3.731	2.59	1.97
Low academic performers	22.61		2.982		

Combined mean value of self-esteem among high academic performers is 22.95 and among low academic performers is 22.61. The t value obtained is 0.3418 indicating that there is no significant difference between the self-esteem of boys and girls as the obtained t-value is less than the significant value at the significant level 0.01 & 0.05.

Mean value of self-esteem among high academic performers of 6th grade is 23.466 and among low academic performers of 6th grade is 22.667. The t value obtained is 0.1642 indicating that there is no significant difference between the self-esteem of high and low academic performers as the obtained t-value is less than the significant value at the significant level 0.01 & 0.05.

Mean value of self-esteem among high academic performers of 7th grade is 23.51667 and among low academic performers of 7th grade is 22.81667. The t value obtained is 0.31107 indicating that there is no significant difference between the self-esteem of high and low academic performers as the obtained t-value is less than the significant value at the significant level 0.01 & 0.05.

Mean value of self-esteem among high academic performers of 8th grade is 21.866 and among low academic performers of 8th grade is 22.35 The t value obtained is 0.396216 indicating that there is no significant difference between the self-esteem of high and low academic performers as the obtained t-value is less than the significant value at the significant level 0.01 & 0.05.

When we see the mean value of 6th,7th and 8th grades high and low academic performers then there is a difference in their mean that is 0.799, 0.7, and 0.484 which shows there is little bit difference in self-esteem but scientifically obtained t-value shows no difference.

Table 3 - Combined data of leadership qualities

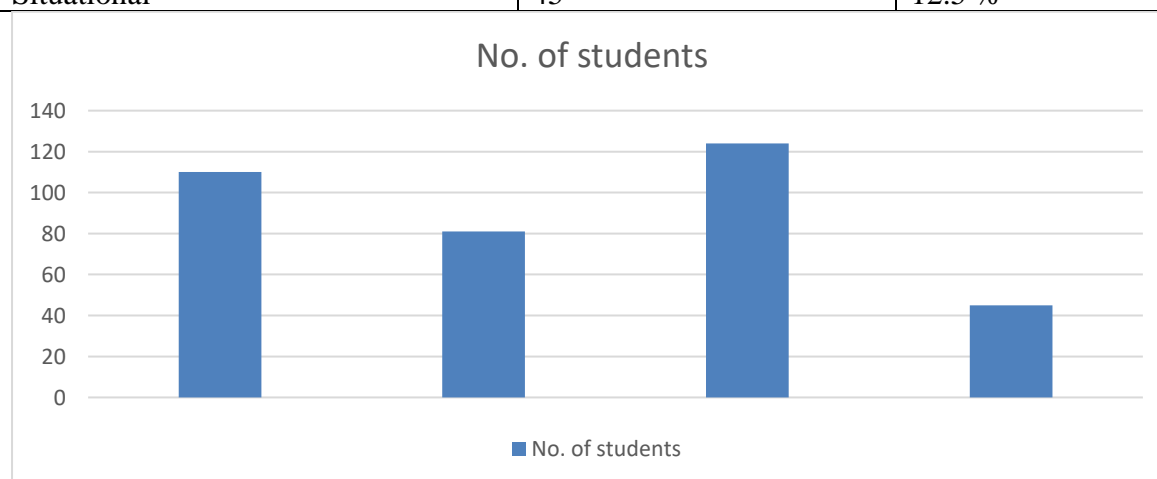| Leadership Styles	Total no. of students	Percentage
Democratic	110	30.56 %
Authoritative	81	22.5 %
Facilitative	124	34.45 %
Situational	45	12.5 %

Chart-1 Showing leadership qualities of students.

According to the combined data of leadership qualities, majority of the students (34.45%) are having facilitative leadership qualities and only 12.5% of students have situational leadership qualities.

Table 4 – Obtained leadership qualities of boys and girls

Leadership Styles	Boys		Girls	
	No. of students	Percentage	No. of students	Percentage
Democratic	67	18.62%	43	11.95%
Authoritative	38	10.56%	43	11.95%
Facilitative	50	13.89%	74	20.56%
Situational	25	6.95%	20	5.56%

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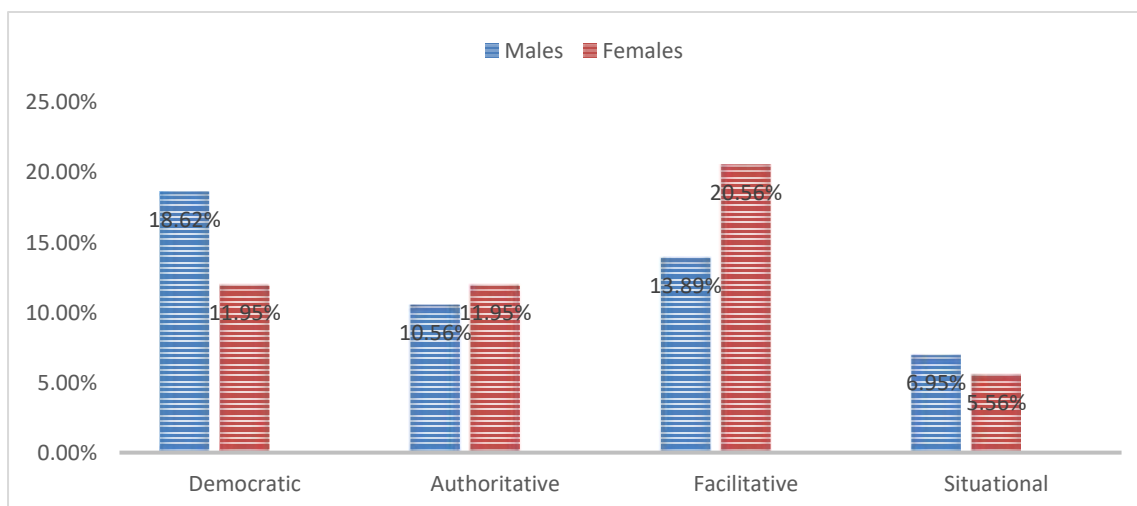

Chart-2 showing leadership qualities of boys and girls

18.62 % boys have democratic leadership style, 10.56% are authoritative, 13.89% are facilitative, and 6.95% have situational leadership qualities. From among girls 11.95% are democratic, 11.95% are authoritative, 20.56% are facilitative, and 5.56% have situational leadership qualities. Its shows that more boys have democratic leadership qualities and more girls have facilitative leadership qualities.

Table 5 – Obtained leadership qualities of high and low academic achievers.

Leadership Styles	High achievers		Low achievers	
	No. of students	Percentage	No. of students	Percentage
Democratic	54	15%	56	15.5 %
Authoritative	40	11.12%	41	11.38%
Facilitative	66	18.32%	58	16.12%
Situational	20	5.56%	25	6.94%
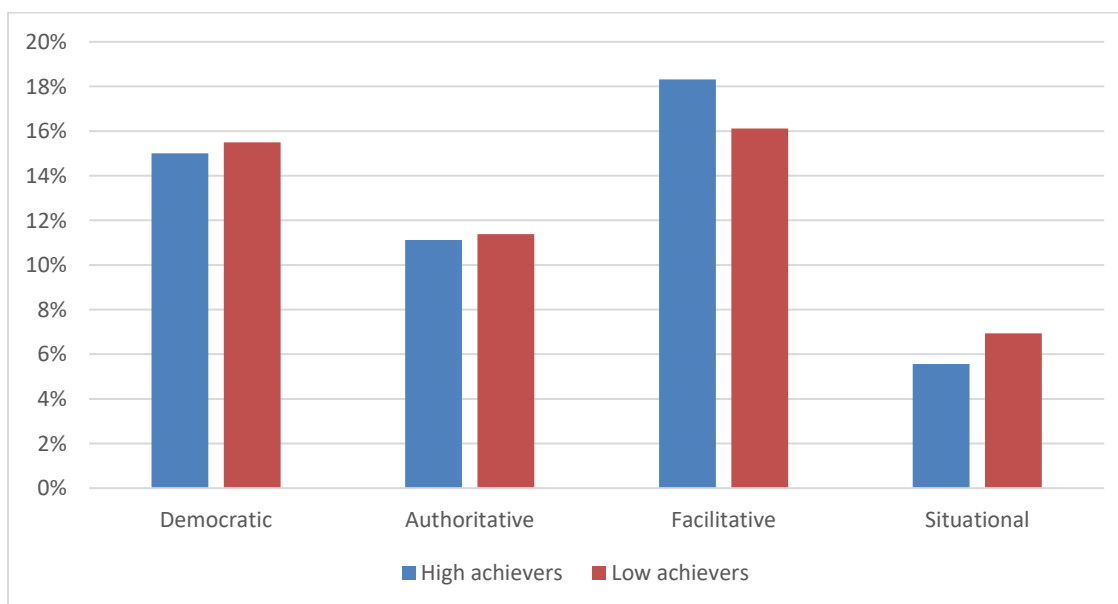
Chart-3 showing leadership qualities of high and low achievers

According to the data of leadership qualities among high performers -15 % have democratic leadership style, 11.12% have authoritative, 18.32% have facilitative, and only 5.56% have situational leadership qualities. From among the low academic performers 15.5% are democratic, 11.38% authoritative, 16.12% facilitative and only 6.94% situational leadership qualities. Result indicates no difference in leadership style between high and low academic performers.

All the four hypotheses have been rejected may be because the data was collected based on the result of half-yearly exam and only from grades 6, 7, and 8. Students generally study very seriously during final exams. Moreover, the Government policy of promoting students may be one of the reasons for academic performance not influencing the self-esteem and leadership qualities. Students are involved in many co-curricular activities which also may contribute to high self-esteem among students.

Implications
The present study can be conducted on larger sample. Skill development programs should be practiced in schools regularly. Scores of students cannot affect their self-esteem.

Limitations
The study was conducted on secondary school students studying in two schools of one city only. The sample size was small.

CONCLUSION
In conclusion, results suggest that scores of the students is not linked with self-esteem and leadership qualities but there is significant difference on leadership qualities between girls and boys.

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